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ABSTRACT

The annual report of the National Advisory Council on Indian Education (NACIE) contains recommendations based on American Indian/Alaska Native perceptions of educational program needs in the areas of legislation, policy, administration, and funding. Part 1 describes the purpose and functions of NACIE. Part 2 is a paper titled "Keeping Forgotten Promises," that provides an overview of the history of Indian education and emphasizes the federal government's failure to provide an adequate education to American Indians. Part 3 contains NACIE's recommendations to Congress in reference to federal agencies impacting Indian education and revisions to current legislation. Part 4 reviews Indian Education Act grants issued during 1993 to local education agencies, Bureau of Indian Affairs (BIA) schools, Indian controlled schools, and other programs aimed at improving Indian education. Part 5 provides an overview of BIA education programs including Department of Education programs funded through the BIA, school operations, BIA continuing education programs, tribal priority allocations, area office operations, special programs, and educational facilities construction. Appendices contain fiscal year 1993 program profiles; Office of Indian Education showcase project descriptions; Office of Indian Education funding statistics; Office of the Inspector General, Indian Fellowship Report; federal register notices for fiscal year 1993; fiscal year 1992 NACIE recommendations and Department of Education responses; and fiscal year 1993 NACIE closed-meeting reports. (LP)

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Keeping Forgotten Promises

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20th Annual Report, FY 1993

National Advisory Council on Indian Education

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NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

20th Annual Report to the U.S. Congress for Fiscal Year 1993

"KEEPING FORGOTTEN PROMISES"

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National Advisory Council on Indian Education

330 "C" Street SW, Room 4072
Switzer Building
Washington, DC 20202-7556

March 31, 1994

To the Congress of the United States:

The National Advisory Council on Indian Education (NACIE) submits its twentieth annual report to the U.S. Congress titled Keeping Forgotten Promises. This report contains recommendations based on the American Indian/Alaska Native perception of current educational program needs and focuses on legislation, policy, administration and funding. This report also contains educational data that we have gathered and analyzed. The information contained in this report is by no means comprehensive, but provides a basis for further study. We express our appreciation to those federal agencies which responded to our request for information. This report is required by section 5342 Public Law 100-297, which authorizes the Council and mandates its functions.

In fiscal year 1993, Council members consulted with American Indian and Alaska Native leaders and educators to obtain their perception of the accomplishments and problems of federal Indian education programs. First and foremost, American Indians and Alaska Natives believe that Indian education should be a "federal entitlement program" based on the special and unique historical, political, legal, and moral relationship that exists between the government of the United States and Indian tribes. American Indians/Alaska Natives believe that this relationship should not, and will not, erode with the passage of time. However, an overriding skepticism persists that for many years the federal government has betrayed and continues to deceive Indian people. There appears to be a current trend, according to many Indian leaders, that representatives of the Federal government have been attempting to substitute what should rightfully be entitlement programs with discretionary programs. This classification erroneously moves American Indians/Alaska Natives into the realm of a "special interest" group in which funds must be competitively acquired. Indians, for the most part, have not fared well under such conditions.

As an example, consider the disparity between funding for Chapter 1 and Subpart 1 of the Indian Education Act. During the last twelve years funding under Subpart 1 of the Indian Education Act went from two percent of total Chapter 1 funding to less than one percent while Subpart 1 student enrollment increased by 20 percent (70,000 students) during the same period. While Chapter 1 provides a necessary educational advantage to low-income students, it does not equalize the opportunity to learn. For this and other reasons previously stated Indian education appropriations must be based on a federal entitlement basis and not upon a discretionary outlay process that is common today.

Current statistics show that over eighty percent of the American Indian/Alaska Native students in grades K-12 attend public schools. Sixty seven percent of these students reside on or near Indian reservations. Subsequently, Indian tribes and Indian reservations continues to play a major role in Indian education. Typically, local education agencies are funded through states for Indian Education programs, even if they are located on Indian reservations. Additionally, proposed language reauthorizing the Elementary and Secondary Education Act, would erode the leverage tribal governments have with local education agencies via the removal of the Impact Aid complaint process. A provision in the companion bill, Goals 2000: Education America Act creates a semblance of a "National Indian School Board". This notion was overwhelmingly defeated by delegates to the 1992 White House Conference on Indian Education. These changes and proposed changes have tremendous impact on the future of Indian education and the perception American Indian/Alaska Native people have as to their involvement in the decision-making process. Finally, this year's annual report includes a special focus on Bureau of Indian Affairs' education.

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John W. Cheek (Creek) Special Assistant
Bob W. Tenequer (Laguna Pueblo) Management Info. Specialist

Martin W. Seneca (Seneca) Assistant, on detail to NACIE

PHILOSOPHY STATEMENT

The National Advisory Council on Indian Education (NACIE) believes that education is the means by which culture and tradition are passed from one generation to the next. Education is also the means by which progress is achieved, the means by which each suceeding generation will be able to improve its standard of living and the means by which societies live in harmony with each other and with nature. We believe that, as American Indians and Alaska Natives, we are ultimately responsible for the education of our people. We are also responsible for preserving and protecting our many and varied cultures. As a Council, we have the responsibility for ensuring that Indian people of all ages have access to the best educational possibilities to ensure our future well-being in a global society.

In the past, American Indian tribes and Alaska Natives fulfilled our responsibility to provide an education for our people. We successfully transmitted our cultures, traditions, and skills from one generation to the next. We were independent. But, because we are now a small segment of our own country, many changes have necessarily come about in our ways of life. There have been many barriers to maintaining our values while at the same time learning to exist among foreign cultures. Some of these barriers have appeared at times to be almost insurmountable. Only through education can we hope to build strong individuals and communities to participate successfully in modern society.

NACIE maintains the position that the federal government has a legal and moral obligation to provide education for American Indians and Alaska Natives. Thus, American Indian education must be acknowledged as a "Federal entitlement." Our future is much too important for us to rely solely on what others determine is important in the education of our people. Therefore, NACIE resolves to make every effort to encourage the commitment of the federal government to the best possible education for American Indian and Alaska Native people.

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NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

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PART 1

NACIE ACTIVITIES

FOREWORD

The 20th Annual Report of the activities and recommendations of the National Advisory Council on Indian Education (NACIE) is hereby submitted to the Congress. The reporting period is fiscal year 1993, covering October 1, 1992, through September 30, 1993. This report is required by section 5342(b)(7) of Public Law 100-297.

The Council has been in existence since 1973 and held its first meeting in Arlington, Virginia, on May 19, 1973. The Indian Education Act (Title IV, Public Law 92-318), originally enacted in 1972, established the Council to consist of 15 members who are Indians and Alaska Natives appointed by the President of the United States from lists of nominees furnished from time to time by Indian tribes and organizations and representing diverse geographic areas of the country. A member of the Council is appointed for a term not to exceed three years, but pursuant to 5 U.S.C. 1233(b), serves until the President appoints a successor. The President may make reappointments to the Council.

The Council has been reauthorized over the years with the last such action in the Indian Education Act of 1988 (Part C, Title V, Public Law 100-297). The Indian Education Act of 1988 has, subject to section 448(b) of the General Education Provisions Act, authorized the Council to continue to exist until October 1, 1993. That Act delineates the Council's statutory functions and provides authorization for appropriations for the Council. The Council's charge has remained virtually unchanged in these reauthorizations and includes, among other things, the duty to advise the Secretary of Education with respect to the administration of any program in which Indian children and adults participate or from which they can benefit, and the duty to submit to the Congress each year an annual report, including any recommendations necessary for the improvement of federal education programs in which Indian children and adults participate or from which they can benefit.

The 20th annual report provides an opportunity to look back over the past 20 years and reflect on the changes that have occurred in Indian education. Programmatically, few changes have been made to the original Act as the Indian education office remains basically a grants distribution entity.

Since 1988, the Council has compiled from various sources existing statistical information on the education of American Indians/Alaska Natives, and the federal funds used exclusively to serve Native education needs for inclusion in the annual report to Congress. This compilation includes programs administered by the Bureau of Indian

Affairs, the Office of Indian Education and other programs administered within the Department of Education, as well as, other departments which have set-asides for American Indian and Alaska Native students or the provision of funds based on the number of Indian students, such as Impact Aid. The Council will continue to provide this type of data for Indian constituents, congressional personnel and agencies of the federal government in an ongoing effort to assess the current state of Indian education in America.

AUTHORITY

The National Advisory Council on Indian Education is authorized by section 5342 of the Indian Education Act of 1988 (Title V, Part C, P.L. 100-297, as amended by P. L. 100-427; 25 U.S.C. 2642). The Council is governed by the provisions of Part D of the General Education Provisions Act (P.L. 90-247, as amended; 20 U.S.C. 1233 et seq.) and the Federal Advisory Committee Act (P.L. 92-463; 5 U.S.C. Appendix 2) which sets forth standards for the formation and use of advisory committees.

PURPOSE AND FUNCTIONS

The Indian Education Act of 1988 charges the Secretary of Education with, among other things, the responsibility for carrying out: (1) a program of financial assistance to local education agencies to develop and carry out elementary and secondary school programs designed to meet the special education and culturally related academic needs of Indian children under section 5312 of the Act; (2) a program of financial assistance for the improvement of education opportunities for Indian children, under section 5321(a) of the Act; (3) a program of financial assistance for programs and projects to train individuals to teach Indian children or administer special programs and projects to meet the special education needs of Indian people under sections 5321(d) and 5322 of the Act; (4) a fellowship program for Indian students under section 5323 of the Act; (5) a program to establish centers for gifted and talented Indian students at tribally controlled community colleges under section 5324 of the Act; and (6) a program of financial assistance for the improvement of employment and education opportunities for adult Indians, under section 5330 of the Act.

The Council advises the Secretary and the Congress. Specifically, the Council:

1. Advises the Secretary of Education with respect to the administration (including the development of regulations and administrative practices and policies) of any program in which Indian children or adults participate or from which they can benefit, and with respect to adequate funding of such programs and to include advice to the Secretary of Education regarding the meaning of the term "Indian" as set forth in section 5351(4) of the Indian Education Act of 1988;

The Council attended to this mandate partly through proposal reviews that are annually conducted. Proposed changes in regulations are often a result of these reviews and are contained in recommendations formally submitted to the Secretary of Education. The Council recommended that existing authority under Subparts 1 and 2 of P.L. 100-297 be fully funded and implemented. These include planning, pilot and demonstration programs under Subpart 1 and the funding of a second gifted and talented center as authorized under Subpart 2. Currently active programs are reviewed and recommendations made for increased funding if a need is demonstrated in the Indian community.

Within the definition of Indian mandate, it has been recommended by the Council that the current Act omit the reference to "any organized band or group" as eligible entities for IEA funds since it has a tendency to cause individuals with ties to questionable groups to receive awards, thereby diminishing the full intent of the law.

2. Reviews applications for assistance under the Indian Education Act of 1988, and makes recommendations to the Secretary with respect to their approval;

During fiscal year 1993 two proposal review sessions were conducted by the Council's Proposal Review Committee in cooperation with the Office of Indian Education. The first of these reviews was held March 24-26, 1993 and included a review of subpart 2 discretionary applications under the Indian fellowship program. As has been typical during the last few reviews, NACIE looked at only those applications with the highest raw scores without the benefit of a final ranking list as prepared by the Department's Application Control Center (ACC). While the likelihood is high that the reviewed proposals would be on the re-ranked ACC list, there is no absolute guarantee that this would occur. The proposal review committee scored and prepared their recommendations with respect to the funding of all fellowship applications. The recommendations were submitted to Secretary Riley on April 30, 1993.

On April 26-30, 1993 the NACIE Proposal Review Committee conducted a second review of discretionary applications proposed for funding during fiscal year 1993. These included Subpart 1-Indian Controlled Schools; Subpart 2-Educational Services for Indian Children, and Subpart 3-Educational Services for Indian Adults. The applications reviewed were ranked according to ACC standards and made available for the NACIE proposal review committee. Final written recommendations were formally submitted to Secretary Riley on May 31, 1993. It should be noted that NACIE did not receive a formal written response from the Secretary of Education on any findings of the proposal review committee with respect to the funding of any application under the Indian Education Act. Without a formal response to NACIE it is difficult to ascertain whether any of the recommendations have had any measurable affect in the awarding of Indian Education Act funds.

3. Evaluates programs and projects carried out under any program of the Department of Education in which Indian children or adults can participate or from which they can benefit, and disseminates the results of such evaluations;

NACIE produces an annual report which contains a listing of programs administered by the Department of Education. These are programs that include Indian tribes and Indian organizations as eligible applicants. This information has been compiled since fiscal year 1988 and continues to be expanded as new programs are found. The Council views its role as encompassing more than just Department of Education programs when obtaining program information. We are able to provide a look at the educational effort of the federal government in meeting the needs of American Indian/Alaska Native people. No other agency has attempted this effort to the extent that NACIE has in providing the most recent information available on programs targeting American Indians and Alaska Natives.

During annual meetings of the full Council, NACIE's School Quality Committee makes an effort to look at any local Indian schools within the area. One such site-visit occurred in Minnesota.

4. Provides technical assistance to local education agencies and to Indian educational agencies, institutions, and organizations to assist them in improving the education of Indian children;

NACIE disseminates information through various means including an annual report which goes to each member of Congress and to Indian organizations and individuals interested in the education of Indian people. In fiscal year 1993 NACIE produced six newsletters with a distribution of 5,000 per printing. NACIE's mailing list consists of: Indian Education Act Subpart 1 grantees (1,200); Indian tribes and Alaska Villages (600); Bureau of Indian Affairs officials (250); 102nd Congress (550); Individuals (1,000); and various Indian and non-Indian organizations such as universities, national organizations, newspapers, task forces etc. (1,400). The NACIE Newsletter keeps the Indian community apprised of national Indian education issues, as well as, those programs offering grants for educational assistance. In addition NACIE prepares an annual update of the Scholarship Field Guide. In fiscal year 1993, approximately 3,000 copies of the guide were distributed to schools, individuals, congressional personnel, etc.

Technical assistance was provided to the Department of Education during reauthorization hearings in the spring of 1993. NACIE recommendations included changes in regulatory language pertaining to NACIE's mandate and to certain Indian Education Act programs. In addition to the annual report the Council made recommendations to the Secretary on issues obtained from the Indian community and through NACIE hearings.

5. Assists the Secretary in developing criteria and regulations for the administration and evaluation of grants made under the Indian Education Act of 1988;

The Council continues to make recommendations to the Secretary for the purpose of providing assistance in the development of criteria and regulations for the administration and evaluation of grants made under the Indian Education Act of 1988. These recommendations have been submitted to the Secretary immediately after the application reviews conducted by the Council. These recommendations are included in this annual report.

6. Submits to the Secretary a list of nominees for the position of the Director of the Office of Indian Education whenever a vacancy occurs, from which the Secretary makes his appointment in accordance with Section 5341(b)(1) of the Indian Education Act of 1988;

Subsection 5342(b)(6) of Public Law 100-297, stipulates that the National Advisory Council on Indian Education shall "submit to the Secretary a list of nominees for the position of Director of the Office of Indian Education (OIE) whenever a vacancy in such position occurs," and subsection 5341(b)(1) refers to a "Director of the Office of Indian Education, who shall be appointed by the Secretary from a list of nominees submitted to the Secretary by the National Advisory Council on Indian Education." The Director, when selected by the Secretary according to subsection 5341(b)(3) "shall be compensated at the rate prescribed for, and shall be placed in grade 18 of the General Schedule as set forth in section 5332 of title 5, United States Code, and shall perform such duties as are delegated or assigned to the Director by the Secretary. The position created by this subsection shall be in addition to the number of positions placed in grade 18 of such General Schedule under section 5108 of title 5, United States Code."

Due to a lack of continuity in the membership of the Council and staff, as well as changes in the leadership of the Department of Education, some inconsistencies and confusion has transpired as to who has what responsibility in the search for the Director of OIE. The Council's role in the search process is always changing and the net effect of these changes has been the deterioration of what we perceive to be our responsibility in the process. At one time the Council prepared the position description, advertised the vacancy announcement, received the applications, screened the applications, interviewed the candidates, and thereafter submitted a list of nominee to the Secretary. In the mid 1980s, the Council continued to be involved in preparing the the position description, having a representative on the Executive Resource Board (ERB) Rating Panel, and interviewing any or all qualified applicants. In the late 1980's, we continued these functions, but were required to submit a written request should we want to interview candidates other than the ones rated as best qualified. At that time, we were informed that this was just a formality. It now appears that the concurrence of the Assistant Secretary for the Office of Elementary and Secondary Education (OESE) is needed before any request the Council makes will be approved.

The Director of the Office of Indian Education is a career appointee in the Senior Executive Service (SES). Recruitment and selection for the position must be in accordance with the process outlined in the Code of Federal Regulations for the recruitment and selection of all career appointees in the SES. Though NACIE has been allowed one representative on the three-person Executive Resources Board, its primary involvement in the process has been to identify three nominees from the list of best qualified candidates referred to it by the ERB, and submit a list of these nominees from the list of best qualified candidates referred to it by the ERB, and submit a list of these nominees to the Secretary of Education. The Director is not a political appointee, but is instead a career appointee.

The position of Director of the Office of Indian Education has been vacant since June 1992. On November 16, 1992, after the process described above for the recruitment and selection of SES had been completed, NACIE interviewed those applicants rated as "best qualified" as forwarded by the ERB. This interview took place in spite of a rejection by the Assistant Secretary of OESE to a request by NACIE to include among those applicants interviewed those who were rated as "highly qualified". During a previous search for a Director of the Office of Indian Education, NACIE was fully aware that both "highly qualified" applicants it had requested to also interview had been rated as "best qualified". It was also aware that an identical request made during a previous search had been honored. As a result of the interviews, NACIE decided not to submit a list of nominees to the Secretary of Education.

Since the initial interviews of November 1992, NACIE has been urging those responsible in the Department of Education to initiate the search process as soon as possible, but without success. As of the end of the period covered by this report, the Department's response has in essence been "wait".

7. Submits to the Congress no later than June 30 of each year a report on its activities, which shall include any recommendations it may deem necessary for the improvement of Federal education programs in which Indian children and adults participate, or from which they can benefit, and a statement of the Council's recommendations to the Secretary with respect to the funding of any such programs.

The Council submitted the final version of the 1993 fiscal year annual report on March 31, 1993. The report entitled Indian Education: A Federal Entitlement is the 19th annual report of the Council and contains recommendations the Council deemed necessary for the improvement of education programs for Indian people. The report included several chapters devoted to the idea that Indian education is rightfully the first federal entitlement program of the U.S. Government.

COUNCIL STRUCTURE

The Council consists of 15 members who are American Indians and/or Alaska Native and are appointed by the President from lists of nominees furnished, from time to time, by Indian tribes and organizations that represents diverse geographic areas of the country. Terms of membership on the Council shall not exceed three years and, in the case of initial appointments, are staggered.

The Director of the Office of Indian Education serves as the Designated Federal Official to the Council. The Council is authorized to establish such subcommittees as are necessary to enable it to carry out its functions. All subcommittees act under the policies governing the Council as a whole.

The Council has an authorized staff of four. The Council has been issued a charter by the Department of Education. The Council is also governed by the Federal Advisory Committee Act and its regulations and is precluded from lobbying. However, Council representatives may testify before Committees of Congress upon invitation and may submit recommendations for changes in programs in its annual report.

COUNCIL MEETINGS

The Council meets at the call of the Chairperson, but not less than two times per year. Subcommittees generally meet at the time of each Council meeting, but may meet separately with the concurrence of the Council Chairperson. Meetings are open to the public except as may be determined otherwise in accordance with section 10(d) of the Federal Advisory Committee Act by the Assistant Secretary for Elementary and Secondary Education. Notice of all meetings is given in advance to the public. Meetings are conducted the records of proceedings are kept as required by applicable laws and Departmental regulations. See Appendix C (Pg 217) for ***Federal Register*** notices published during fiscal year 1993.

NACIE FY 1993 MEETINGS

November 16-17, 1992
Full Council Meeting
(Partially Closed)
11/16/92 - Closed
11/17/92 - Open
Albuquerque, New Mexico

February 22-23, 1993
Executive Committee Meeting
(Open Meeting)
Tampa, Florida

March 24-26, 1993
Proposal Review Committee Meeting
(Closed Meeting)
Alexandria, Virginia

April 26-30, 1993
Proposal Review Committee Meeting
(Closed Meeting)
Alexandria, Virginia

June 27, 1993
Full Council Meeting
(Open Meeting)
Green Bay, Wisconsin

PART 2

KEEPING FORGOTTEN PROMISES

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Introduction

The American Indian and Alaska Native children of this nation must not be overlooked as the United States begins building a stronger education system. Native students have a legitimate right to participate in this effort and can expect no less as indigenous peoples and citizens of this great nation . . . their survival as a people depends on it.[1]

The education system of the Bureau of Indian Affairs (BIA) has been among the Federal government's most tragic failures. Overall high school graduation and college attendance rates of Indian students remain the lowest of any minority group.[2]

American Indian/Alaska Native students in this country number approximately 400,000, slightly less than 1 percent of the overall student population. Ninety percent attend public schools or in a few cases, private or mission schools. BIA educates the remaining 10 percent, (43,500) of American Indian/Alaska Native students, in 170 BIA-operated and funded elementary and secondary schools and 14 dormitories nationwide.* Of these students, 59 percent attend schools directly operated by the BIA, and 41 percent attend schools operated by tribes and other Indian groups under contract or grant with the BIA. Arizona and New Mexico educate 56 percent of students in BIA-operated and funded schools with North Dakota and South Dakota educating 24 percent. In 1990-91, Navajo children made up 42 percent of the total enrollment in the BIA-funded system. Overall high school graduation and college attendance rates of Indian students remain the lowest of any minority group.[2]

The BIA schools are as diverse as the tribal cultures and students they serve.** In a recent BIA survey, one principal described the physical environment of Havasupai Elementary School in Arizona, which educates children from the most geographically and culturally isolated tribe in the continental United States:[3]

"Our Havasupai Tribe consists of 545 people living on our 196,000 acre reservation abutting Grand Canyon National Park. We live in Supai Village, at the bottom of Havasu Canyon ... The nearest road, accessible only by foot or horse, is eight miles away and over a half mile up. The nearest town of 1,000 is 80 miles away. The nearest cities are Kingman (2 hours west) and Flagstaff (3 hours east)."

"Communications with the 'outside world' are sporadic at best. About a dozen families, the school and tribal government offices have phones. But the phones don't work a lot of the time. No broadcast TV is available. Radio bounces in (and out) only at night. Mail service is now five days per week, through which we obtain food and other supplies."

In New Mexico, the Dzilth-na-o-dith-hle boarding school is located on a small part of the Navajo reservation and serves a population of Navajos scattered over 700 square miles. The principal of this school also responded to the survey:

"Community, for the Navajos living here, refers to remote land areas where the people live in extended family groups in relative isolation. Thus, the schools and Chapter Houses (the political and social precincts of the Navajo Tribe) become the foci of community life..."

"The school population is 100% Navajo. Of the 147 students enrolled in grades five through eight, 130 students (88%) qualify for free meals based on the U.S. Department of Agriculture's income eligibility criteria. Over 50 percent of the students entering school are native language speakers. Of the 147, two-thirds reside in dormitories located on the school campus. Students are bussed home by the school on Friday afternoons, picked up on Sunday afternoons and returned to the school."

Some BIA schools have modern facilities offering the latest conveniences and instructional opportunities. The principal of the Chemawa off-reservation boarding school in Oregon described its facilities as follows:

"Completed in 1980 and set in a beautifully landscaped area, Chemawa School has an impressive two-story brick instruction complex, housing open concept classroom spaces designed to accommodate 600 students, large indoor pool, beautifully appointed gymnasium and recreation center, large dining area, an auditorium with a seating capacity of 750, library with over 8,500 books, football stadium, softball and baseball fields, tennis courts, outdoor amphitheater and large covered play area. An on-going art program of student murals have beautifully decorated the hallways, library and dining area. Covered walkways lead to ten hillside, 3- and 4-level, dormitories with a capacity for 400 students -- two students per room."

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*According to the Fiscal Year 1994 Budget Justification the BIA operated 90 schools and 6 dormitories for children attending public schools away from their homes. BIA also gave grants and contracts for the tribes and tribal organizations operating 80 schools and 8 dormitories.

** There are over 500 federally-recognized native tribal groups (310 tribes and 197 Alaska Native villages), speaking more than 200 languages. The 1990 census recorded that Indians make up .08% of the population. More than 50 percent reside in urban areas and more than half are below age 20. Indian populations are heavily concentrated in Oklahoma, which has the largest population of American Indian/ Alaska Native, and in the Western one-third of the country.

As recently as 1965, over two-thirds of the children in the BIA system (68%) attended boarding schools. The reliance on boarding schools reflected the isolation, transportation difficulties, poor nutrition and inadequate health care received by many children of poverty-stricken Indian families. Since then, the BIA policy has changed to encourage day attendance, which presently represents 70 percent of total enrollment.

BACKGROUND

The United States Constitution refers to Indians twice. Article 1, Section 2 of the Constitution, as amended by the Fourteenth Amendment prescribes that:

> *"Representation shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. [Article 1, section 8 gives Congress the power] To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;".*

Treaties are mentioned in Article VI, which prescribes that:

> *"Pursuance hereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land;".*

Hundreds of treaties were made between the United States and Indian tribes and nations during the Treaty Period. Almost without exception, treaties were used to "legally" obtain Indian lands. Indian tribes and nations gave up lands, usually under duress, in return for peace and a guaranteed fraction of their original land base "forever." Many treaties were made over and over again with the same Indian tribes or nations. Some were not ratified. The end results, however, were the same, loss of Indian lands. Approximately 100 ratified treaties contained provisions for educating Indians.

In 1775, the Continental Congress approved money for Indian education. Since then a unique educational relationship has evolved between the Federal government, Indians, Indian tribes and nations.[4] Initially, the goal of Federal Indian education policy was assimilation by *Christianizing and civilizing the Indian.* In the early days, therefore, there was no clear delineation between church and state with respect to Indian education. The Federal government negotiated with the various religious sects, by doing so, divided the country into jurisdictions, and used its funds and Indian treaty monies as an incentive for this cooperative effort. In 1869, the Federal government took a more active role in educating Indians and slowly reduced its support of mission schools. By 1883, there remained 22 Federally-funded mission boarding schools and

16 mission day schools. Two years later, 7,433 Indian youngsters were being educated in 177 boarding, day and training schools. Direct Federal funding of mission schools ended in 1897 because of continued quarreling among different religious groups.

In 1887, the Congress passed the Dawes Severalty Act, commonly known as the Allotment Act. It linked Indian education with Indian economic development to achieve assimilation. The Federal system of Indian education was to be financed with revenues from the sale of Indian land not needed for allotment to individual Indians. The federal Indian school system would be done away with eventually as educated Indians would be more economically self-sufficient. By the 1920s, it became obvious that allotment and other strategies were not achieving the goal of assimilation. Instead, American Indians were becoming more dependent on the Federal government. The symptoms of economic deprivation were becoming more apparent. On February 21, 1928, the Meriam report was published which provided extensive documentation and a comprehensive analysis of the failures of existing Indian policies. The report titled: *The Problem of Indian Administration,* gave results of a survey made at the request of Secretary of the Interior Hubert Work. The report recommended a policy of assimilation, with a policy of cultural pluralism and natural acculturation. It suggested co-opting tribal cultures rather than destroying them, and putting "White American" culture in their place. While the report recommended a refreshing change in direction, it continued to reflect an attitude of paternalism. The report was published at the time when a larger number of Indian students had been attending public schools for several years than were attending BIA-operated schools.[5]

The Meriam Report contributed to the passage of the Indian Reorganization Act of 1934.[6] The policy inherent in the act provided for the indefinite continuation of tribal societies and cultures on Indian reservations. The Indian Reorganization Act reaffirmed that tribal governments had inherent powers which were officially recognized by the United States government. BIA schools began teaching tribal culture and history, introducing bilingual programs, and generally reorienting programs to serve reservation needs.[7] After World War II, BIA shifted its goal back to assimilation -- a goal which was soon abandoned.[8]

Since the 1960s, the Federal government has endorsed the permanence of Indian tribal governments and Indian reservations and has followed a policy of Indian self-determination. The first modern day Indian-controlled school was under contract to an Indian community in the Rough Rock Chapter on the Navajo Reservation in 1966. In 1970, the Ramah Navajo School Board, Inc., entered into a contract with the BIA

to establish the Ramah Navajo High School. In 1971, the Navajo Division of Education entered into a contract with the BIA to administer the Navajo Area Higher Education Grant Program. Today, BIA policy actively encourages tribal and other Indian groups to assume responsibility and operational control of BIA operated schools and educational services through contracts and grants.

In 1969, the Senate Special Subcommittee on Indian Education, chaired by Sen. Edward M. Kennedy (D-Mass.), issued a report that paved the way for legislative measures of the 1970s. It concluded:

> *Our national policies for educating Indian children are a failure of major proportions. They have not offered Indian children -- either in years past or today --- an educational opportunity anywhere near to that offered the great bulk of American children.*[9]

In 1972 Congress passed the Indian Education Act (Title IV of Public Law 92-318) establishing the Office of Indian Education in the Department of Health, Education, and Welfare. The Act:

- provided new Federal funding to assist Indian students in public schools;
- created the National Advisory Council on Indian Education to strongly promote Indian involvement at all levels of education, including parent involvement at the local and national level; and
- broadened the scope of Federal responsibility for Indian education by including state recognized tribes, or their descendants to the first and second degree.

In 1975, the Indian Self-Determination and Education Assistance Act opened the door to Indian contracting. It established required conditions for the BIA to enter into contracts with tribes, or organizations sanctioned by tribes, for the education of Indian children.

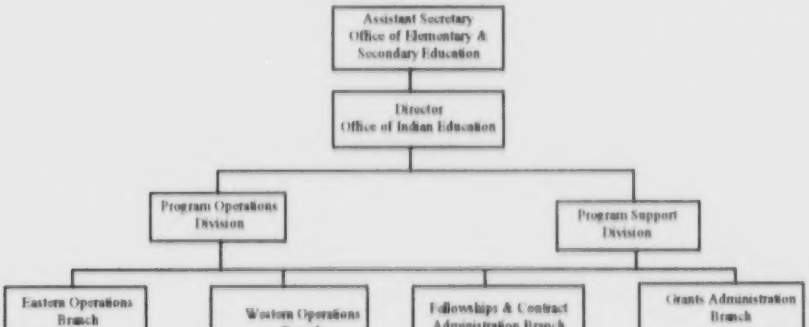
Title XI of the Education Amendments of 1978 (P.L. 95-561) containing some of the most progressive provisions for Indian education ever enacted:

- provided substantial leverage for Indian parents and tribes to be involved in public schools receiving Impact Aid;

- made tribally-controlled BIA-funded schools eligible for Title V funds;
- required the BIA to adopt uniform education policies and procedures, established a management information system, instituted a policy for recruiting qualified Indian educators, and guaranteed student rights;
- required the BIA to establish minimum academic and dormitory standards;
- altered the BIA administrative structure by creating a separate line of authority for education;
- mandated an equalization formula for distributing BIA educational funding;
- gave local BIA school boards certain authority over budget and personnel; and
- required the BIA to submit an annual report to the Congress.

With few exceptions, Indian parents and tribes have not used effectively their leverage for improving Indian education in the public schools. Likewise, the BIA has not effectively implemented the requirements of the law. One aspect of the law -- creating a separate line of authority for education -- has led to difficult changes in BIA administrative structure. During the last few years, BIA has had to spend several million dollars on a reorganization task force composed primarily of tribal leaders to work out the associated problems.[10]

FIGURE A: OFFICE OF INDIAN EDUCATION, U.S. DEPARTMENT OF EDUCATION



In 1979, the Department of Education was established pursuant to the Department of Education Organization Act (P.L. 96-88). The Office of Indian Education, previously headed by a deputy commissioner who reported to the commissioner of education, was not elevated to a level commensurate with such offices as the Office of Bilingual and Minority Languages Affairs. Instead, the Office of Indian Education was placed under the assistant secretary for Elementary and Secondary Education (See Figure A, page 18). This occured even though the director of the Office of Indian Education had responsibility for inter-departmental coordination of all Indian education programs, but with less authority than other department heads.

The major amendments from the 1988 reauthorization of the Indian Education Act:

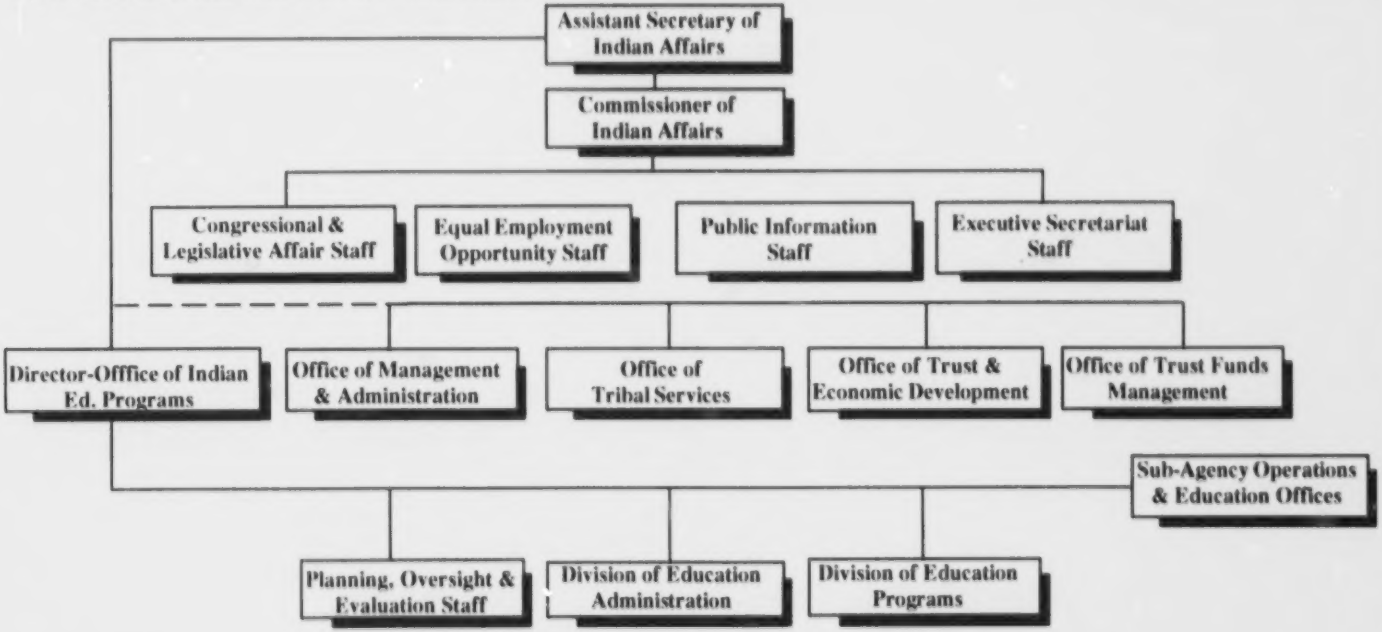
- made BIA-operated schools eligible for Title V formula grants;
- prohibited BIA from closing any school without permission of the tribal governing body;***
- raised BIA teacher salaries in 1991 to equal the salaries paid under the Defense Department's Overseas Pay and Personnel Practices Act. This legislation continues to increase Congressional responsibility for many operating details of BIA-funded education.[12] Further, the Amendments to the Indian Self-Determination Act of 1988 authorize the secretary of the Interior and the secretary of Health and Human Services to formulate appropriate regulations to implement the 1988 amendments with the participation of Indian tribes. Executive agency administrators do not have the full authority for improving Indian education. Instead, the law requires that it be shared among parties with potentially competing interests, such as Indian tribes, Indian school boards, school principals, parents and teachers who do not always agree on how Indian education can be improved.

Additionally, Indian Education Amendments of 1988 (P.L. 100-297) called for a White House Conference on Indian Education to develop recommendations for improving programs for American Indians and Alaska Natives.

THE STRUCTURE OF FEDERAL INDIAN EDUCATION PROGRAMS

The Bureau of Indian Affairs is the only Federal agency which actually operates Indian education programs. The Office of Indian Education Programs (OIEP) is within the BIA, and is supervised by the assistant secretary of Indian Affairs rather

Figure B: Bureau of Indian Affairs (DOI), Pertinent Elements


Assistant Secretary of Indian Affairs
Commissioner of Indian Affairs
Congressional & Legislative Affair Staff
Equal Employment Opportunity Staff
Public Information Staff
Executive Secretariat Staff
Director-Offfice of Indian Ed. Programs
Office of Management & Administration
Office of Tribal Services
Office of Trust & Economic Development
Office of Trust Funds Management
Sub-Agency Operations & Education Offices
Planning, Oversight & Evaluation Staff
Division of Education Administration
Division of Education Programs

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than the commissioner of Indian Affairs. While the Office of Indian Education Programs is somewhat separate from the remainder of the BIA, it has been dependent upon the commissioner of Indian Affairs for administrative and general support services. The supervisory line for Indian education flows from the assistant secretary of Indian Affairs through the director, Office of Indian Education Programs, to three assistant directors, in charge of 26 area and agency education offices. These area and agency education offices provide technical support and program supervision for all elementary and secondary programs, two postsecondary schools, the scholarship and adult education programs. The Office of Indian Education Programs is headquartered in the BIA Central Office in Washington, D.C. (see Figure B, page 20). Headquarters staff provide the director with support in education administration, program policy, planning, oversight and evaluation.

At the local level, school board members are elected by the local community or selected in a manner prescribed by the local tribal governing body. There are two types of employees in BIA-operated schools, status quo employees and contract employees.

The status quo employees are identified as career civil service employees hired on or before Oct. 31, 1979 in comparison to employees who work on a contractual basis. School boards are directly involved in the selection of contract employees who most often include school principals. The Office of Indian Education Programs had no responsibility for facilities operations and maintenance until Congress shifted these functions in 1992.

There are two types of elementary and secondary schools under the auspices of the BIA; Indian-controlled schools which are operated under contract or grant by Indian tribes or Indian organizations, and BIA operated schools. In 1992, Indian students attending schools operated by the BIA numbered 25,662 and students enrolled at Indian-controlled contract or grant schools numbered 18,038.

••• The 1988 amendments, e.g., contained a subsection requiring the BIA to extend the elementary school of the Pueblo of Zia in New Mexico from the sixth to the eighth grade if the local school board should so request within the next two years. The House Committee on Education and Labor is the most important congressional actor. Other than education, BIA matters are handled by the House Committee on Interior and Insular Affairs. The chairman of the Interior Subcommittee of the House Appropriations Committee, Sidney Yates (D-Ill.), has also shown a strong interest in Indian issues, particularly BIA-funded education. The chairman of the Senates Committee on Indian Affairs, Daniel Inouye (D-Hawaii), has also been a major influence.

Figure C.
BUREAU OF INDIAN AFFAIRS (DOI) FUNDING
1984-1994

(Dollars in Thousands)

Type of Program	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
School Operations	176,933	177,265	181,235	190,594	189,443	186,643	200,790	243,620	321,240	342,963[a]	394,393
Johnson-O'Malley Education Asst.	26,000	25,674	22,824	22,824	20,351	23,000	23,572	24,931	23,590	22,980[b]	24,826
Continuing Education Comm. Colleges	52,821	53,256	54,011	58,965	28,640	26,314	30,880	34,977	36,861	37,837	40,217
Substance Abuse/ Alcohol Education Contract Support		13,496									
Rescission (Section 2901)		(47)									
Tribe Agency Operations						32,546	32,142	32,117	34,423	33,514	33,363
Forward Funding For Schools								208,900			
Total	255,754	269,691	258,070	272,383	238,434	268,503	287,384	544,545	416,114	437,294	492,799

Note: Funding for Education Program Management (over $4 million in 1992 and 1993) falls under BIA's General Administration budget.
a) The 1993 request for School Operations included money for Facilities and Technical Support.
b) In 1993, the President proposed including Johnson O'Malley under Tribal Agency Operations.
c) Totals exceed categories presented here.
Source: Bureau of Indian Affairs (DOI).

BIA educational funding during the 1970s (valued in 1986 constant dollars) exceeded over $6,000 per student, which included rural transportation costs. At this time, contract schools were receiving additional funding from other sources. Since 1980, however, BIA funding on a constant dollar basis has fallen 25 percent, reaching less than $4,500 per student in 1988. Between 1982-1991, BIA spending for education fell an average of 4.21 percent annually.* Total funding today, however, matches or exceeds public school levels based on expenditures per-pupil. BIA-operated schools appear to compare favorably with public schools operating on reservations or in small rural districts, but BIA funding is regarded as insufficient to meet the educational needs of students. (Figure C. includes BIA funds from 1984-1994, page 22.)

The Federal government spent an estimated $1.4 billion on Indian education in 1992. These funds are spent for preschool, elementary and secondary education, adult education, vocational education and higher education. Federal spending targeted specifically for Indian education comes almost equally from the Department of Education (ED) and from BIA.** Including other programs specifically targeted to Indians, the 1992 Department of Education appropriation was $462,831,585. Impact Aid accounted for more than half of the Department of Education's spending on Indian Education with $250,449,020 for Maintenance and Operations and $22,100,208 for Construction. The Indian Education Act accounted for $76,570,000. The remaining $72,580,772 was for special set-asides for Native Americans, such as Chapter 1, Special Education, Vocational Education and Library Services for Indian Tribes. The Bureau of Indian Affairs spent nearly $500 million on all American Indian/ Alaska Native education programs in 1992. Over half of this amount was spent to fund its elementary and secondary schools. Nearly 95 percent of all Federal funding specifically targeted to Indians benefits American Indians/ Alaska Native residing on or near American Indian/Alaska Native lands. Other Federal sources offering direct funding for Indian education-related programs are Health and Human Services (HHS), Head Start, and the Department of Labor's (DOL) Employment and Training programs.

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* *While Department of Education spending rose at an average of 1.27%, its budget for Indian education fell at an average rate of 3.4%. The budget decline has had nearly twice the normal impact because the Indian service population nearly doubled during this period.*

** *The Department of Education actually spent an estimated $532 million in 1992, as Indians are eligible for assistance not specifically targeted to Indians. This estimate is based on Indian school children as a percentage of all school children or Indians as a percentage of total population, and these percentages are applied to funding levels as a method of extrapolating the amount of education program dollars benefiting Indians where actual counts are not available.*

ASSESSMENT OF INDIAN STUDENT ACADEMIC PERFORMANCE

In spite of what appears to be high levels of Federal funding, Indian student achievement does not compare favorably to that of other students. In BIA schools, there seems to be a correlation between Indian student achievement and the percentage teachers represent of total instructional personnel. In 1987 teachers represented 18.4 percent of instructional personnel in BIA operated schools while in public schools teachers represented 53.4 percent of instructional personnel (see Figure D).

Figure D

DISTRIBUTION OF INSTRUCTIONAL PERSONNEL IN BIA-OPERATED SCHOOLS AND U.S. PUBLIC SCHOOLS BY PERCENT

	KIND OF SCHOOL	
PERSONNEL	**BIA**	**PUBLIC**
Teachers	18.4 %	53.4 %
Administrator	2.0 %	4.6 %
Counselors	1.8 %	1.6 %
Education Aides	26.0 %	7.4 %
Support & Other Staff	51.6 %	33.0 %

Source: Report on BIA Education 1988

To some extent, this personnel configuration is a reflection of the myriad of categorical programs which are administered in BIA-funded schools as the result of congressional set-asides, each too small to do much good, but large enough to "make work." It also reflects the depressed economic conditions found on many Indian reservations.

Local BIA school boards, most of which are elected may be the product of intense local politics. Since passage of the Education Amendments of 1978 (P.L. 95-561), they are no longer advisory, but do possess powers consistent with Indian self-determination. The prize of a victorious election includes a political patronage system, paid travel to meetings and conferences, and community stature. Serving on a school board may be a point of departure to tribal politics. To gain reelection, school board members must make their decisions taking into consideration what they may perceive as in the best interest of their supporters. In many tribes and tribal communities, support comes in the form of family voting blocks. Subsequently, they are often caught between the pressures of using the schools' resources to provide a good edu-

cation for the students, and the pressures of promoting the local economy by providing jobs for members of families from which their support is derived.

On occasion, school boards may create positions which require minimal qualifications, which result in the hiring of local tribal and community members. Unfortunately, these positions may be created at the sacrifice of professional positions which would be more beneficial to the education of Indian students. This may be justified, due to the minute size of their grants resulting from congressionally mandated set-asides. Schools may only have enough funds within a particular program to hire a part-time professional. Since most BIA-operated and funded schools are located in isolated and sparsely populated areas, they receive few, if any, applications for part-time positions which require highly skilled professional qualifications. As an option to not filling a position, they may have no other recourse but to lower qualifications standards. Even when they are able to hire full-time teachers and professional staff, they have difficulty keeping them because of the isolation and possibly some lack of acceptance by the local Indian community. Teachers and other professional staff have turnover rates approaching 50 percent every two years. A recent survey showed that more than 25 percent of principals in BIA-funded schools had been on the job only one year or less. The non-Indian teaching staff, about 60 percent of all teachers, has a turnover rate more suggestive of the Peace Corps or VISTA programs than that of a public school characterized by tenured professionals.

Indian self-determination has not been a significant factor for the improvement of Indian education. In fact, in 1990 South Dakota Indian students attending BIA operated and funded schools had a higher dropout percentage than those attending public schools.

Test scores validate the continued existence of serious problems in BIA schools (see Figure E for the percentile rankings of the 1986 test scores by grade and type of school). The California Achievement Test or the Comprehensive Test of Basic Skills was given to students and their scores were converted into percentiles. In 1985 a typical student in a BIA-funded school achieved a percentile ranking below 25 for the battery of tests.** In some schools and BIA agencies, the typical student ranks below the 10th percentile year after year. In a few schools in the BIA-funded system, whole grades averaged test scores in the first or second percentiles nationwide (see Figure E). BIA students suffer from a complex set of personal, family, environmental and cultural problems. According to the Department of Education's report, "Indian Nations at Risk" almost all Indian students are faced with a myriad of learning problems including: poor preschool learning preparation; inadequate linguistic skills by early grades; few culturally-sensitive programs and curricula; poor teaching; low parental and teacher expectations; low self-esteem; unemployment; poverty; alcoholism;

Figure E
Percentile Ranking for 1986 Test Scores By Grade and Type of School Battery of Tests
(Number of Test Takers in Parentheses)

Grade

	1	2	3	4	5	6	7	8	9	10	11	12
BIA-Operated Schools	N/A	22% (2,256)	22% (2,441)	22% (2,412)	20% (2,068)	22% (2,045)	22% (1,796)	20% (1,693)	16% (1,037)	16% (947)	20% (819)	21% (803)
Contract Schools	N/A	18 (433)	16 (468)	19 (441)	18 (393)	17 (412)	19 (537)	18 (491)	16 (573)	16 (491)	17 (353)	20 (309)
All BIA-Funded Schools	N/A	22 (2,689)	21 (2,909)	21 (2,853)	19 (2,461)	21 (2,457)	21 (2,333)	19 (2,184)	16 (1,610)	16 (1,438)	18 (1,172)	21 (1,112)

Source: Report on BIA Education 1988 (Final Review Draft)

racism; rural isolation and parental illiteracy. Both family and community place a low value on academic achievement.[12] An estimated 30 percent of the children who enter BIA-funded schools speak only their native language. These obstacles encountered by Indian students contribute to a dropout rate considerably higher than that of other minorities. It is estimated that only 55 percent graduate from high school.[13]

The nation's failure to encourage American Indian/Alaska Natives to pursue postsecondary education has been equally disastrous. Enrollment figures for 1988 show that Indians made up only 0.7 percent or 93,000 of the total enrollment in institutions of higher education. Of these students, 45 percent were enrolled in universities and 55 percent in two-year institutions. Of the total, 86,000 were undergraduates, 6,000 were graduate students, and 1,000 were in first professional degree programs. Between 1986 and 1988, American Indian/Alaska Native enrollment in colleges and universities rose by 3.3 percent. The increase is attributed to more American Indian/Alaska Native women entering higher education programs. Their enrollment rose from 51,000 in 1986 to 53,000 in 1988, whereas enrollment among American Indian/Alaska Native men remained static or roughly 39,000 over the same period. [14] It should be noted that those figures are based on self-identification as the means of determining "Indian," and the use of most Federal definitions of "Indian" would further reduce the numbers in higher education.

Because most Indian parents have not attended college, they often do not set postsecondary expectations for their children. Some Indian parents do not see education as a means of upward mobility but as a cause for loss of their tribal identity. By any measure, the total educational achievement profile for this country's Indian citizens is an American tragedy. In the 1980 census, only 5.1 percent of Indians in the 40-69 age range had completed 17 years of school compared with 14.2 percent of the white population. The 1990 census is expected to show an even greater discrepancy. This meager educational achievement was reflected in 1989 when, of 35,692 doctorates conferred, only 84 (0.23%) were awarded to American Indians and Alaska Natives.[15] Few doctoral degrees means that Indians are underrepresented on college faculties.[16]

THE ENHANCEMENT OF AMERICAN INDIAN/ALASKA NATIVE EDUCATION

In 1972, Congress established the National Advisory Council on Indian Education (NACIE) to advise the commissioner of education and now the secretary of education

** *These results vary widely between BIA schools and contract schools. In New Mexico, BIA schools are doing significantly better than contract and public schools in Indian student achievement. BIA scores also include special education students, whereas pubic schools generally do not.*

and the Congress about how Federal education programs can benefit Indian children and adults. Prior to and almost every year since the creation of the Department of Education in 1980, NACIE has recommended that the Office of Indian Education be elevated to the level of assistant secretary. Each year, the response from the secretary has been negative. However, Congress has been more responsive, as indicated by its inclusion of many of the NACIE recommendations in the Education Amendments of 1988.

The National Dialogue Project on American Indian Education published its report in 1989, following seven broadly representative regional meetings. The project's sponsors were the American Indian Science and Engineering Society and the College Board's Educational Equality Project. The report proposed a strategy for integrating Indian culture into basic academic competencies and subjects. It emphasized that:

> *Education cannot be treated as an institution separate from communities... The cultural and philosophical uniqueness of American Indian world views requires an emphasis on the development of cultural curricula based on American Indian holistic educational concepts... Indian people want their children to value their culture and traditions, but they also want their children to have basic academic competencies and subject-matter knowledge when they emerge from the educational pipeline."*

These modern perceptions differ greatly from those recorded in a 1774 meeting of chiefs of the six Indian nations at Lancaster, Pennsylvania. Transcripts state that many young people were educated at the Colleges of the Northern Provinces:

> *They were instructed in all your Sciences; but when they came back to us, they were bad Runners, ignorant of every means of living in the woods...neither fit for Hunters, Warriors, nor Counselors, they were totally good for nothing.*

In October 1989, then Secretary of Education, Lauro Cavazos announced a major new study of Indian Education. Subsequently, on March 8, 1990, Secretary Cavazos established the Indian Nations At Risk Task Force which he charged with making practical recommendations for improving the educational status of American Indians and Alaska Natives. Former Secretary Terrel H. Bell and former Alaska Commissioner of Education William G. Demmert, Jr. were its co-chairs.

The Indian Nations At Risk Task Force concluded a one-year study and released a final report in October 1991. The report titled: ***"Indian Nations At Risk: An Educa-***

tional Strategy for Action", identified four important reasons the Indian nations are at risk: (1) Schools have failed to educate large numbers of Indian students and adults; (2) the language and cultural base of American Indian/Alaska Native is rapidly eroding; (3) The diminished lands and natural resources of American Indian/Alaska Native are constantly under siege; and (4) Indian self-determination and governance rights are challenged by the changing policies of the administration, Congress and the justice system.

The report provided recommendations that would apply to all involved in the educational process of Indian people. These included recommendations for parents of American Indian\ Alaska Native Children; school officials and educators; tribal governments and native communities; local governments and schools; state governments; the Federal government; and colleges and universities.

Most important, the report included a set of ten education goals--***National Educational Goals for American Indians and Alaska Natives***--to guide the improvement of all Federal, tribal, private and public schools that serve American Indians and Alaska Natives and their communities. During May 1992, the National Advisory Council on Indian Education officially endorsed goals to be achieved by the year 2000.

1. ***Readiness for School.*** All Native children will have access to early childhood education programs that provide the language, social, physical, spiritual and cultural foundations they need to succeed in school and to reach their full potential as adults.

2. ***Maintain Native Languages and Cultures.*** All schools will offer Native students the opportunity to maintain and develop their tribal languages and will create a multicultural environment that enhances the many cultures represented in the school.

3. ***Literacy.*** All Native children in school will be literate in the language skills appropriate for their individual levels of development. They will be competent in their English oral, reading, listening, and writing skills.

4. ***Student Academic Achievement.*** Every American Indian/Alaska Native student will demonstrate mastery of English, mathematics, science, history, geography, and other challenging academic skills necessary for an educated citizenry.

5. ***High School Graduation.*** All Native students capable of completing high school will graduate. They will demonstrate civic, social, creative and critical thinking skills necessary for ethical, moral and responsible citizenship in modern tribal, national, and world societies.

6. ***High-Quality Native and Non-Native School Personnel.*** The numbers of Native educators will double, and the colleges and universities that train the nation's teachers will develop a curriculum that prepares teachers to work effectively with the variety of cultures, including the Native cultures, that are served by schools.

7. ***Safe and Alcohol-Free and Drug-Free Schools.*** Every school responsible for educating Native students will be free of alcohol and drugs and will provide safe facilities and an environment conducive to learning.

8. ***Adult Education and Lifelong Learning.*** Every Native will have the opportunity to be literate and to obtain the necessary academic, vocational and technical skills and knowledge needed to gain meaningful employment and to exercise the rights and responsibilities of tribal and national citizenship.

9. ***Restructuring Schools.*** Schools serving Native children will be restructured to effectively meet the academic, cultural, spiritual, and social needs of students for developing strong, healthy, self-sufficient communities.

10. ***Parental, Community and Tribal Partnerships.*** Every school responsible for educating Native students will provide opportunities for Native parents and tribal leaders to help plan and evaluate the governance, operation, and performance of their educational programs.

In accordance with the Indian Education Amendments of 1988, the White House held an historic conference on Indian education in January 1992. The law provided two purposes for the White House conference. (1) to explore the feasibility of establishing an independent Board of Indian Education that would assume responsibility for all existing Federal programs relating to the education of Indians; and (2) to develop recommendations for the improvement of educational programs and to make these programs more relevant to Indian needs.

The Conference was mandated to develop recommendations to improve Indian education services. It adopted 113 resolutions, many with accompanying plans of action. These resolutions encompassed a broad array of issues. They were drawn from 30 state, tribal and regional reports through the work of state steering committees. In May 1992, the Final Report of the White House Conference on Indian Education was submitted to President Bush. In October, the president officially forwarded to Congress the final report with his administrations recommendations. The president expressed appreciation for the work done by the conference delegates and noted that the conference and resulting recommendations were patterned to fit the National Education Goals which he and the Nation's Governors had developed.

President Bush, briefly overviewed what he considered to be milestones in Indian education during his administration. These included the three summits on Indian education initiated by the Interior Deparment and the establishment of the Indian Nations at Risk Task Force chartered by the Department of Education. President Bush directed the secretary of the Interior and the secretary of Education to report to him by the end of January 1993 on their plans to incorporate appropriate recommendations in existing Federal policy. Thereafter, President Bush responded to each of the eleven topic areas and some of the recommendations, but did not agree that additional funding for their implementation was necessary.

All this activity took place during an election year. Unlike other White House Conferences for which planning and conducting a conference is assigned to a single existing agency, the Interagency Task Force responsible for these activities was newly created under the joint auspices of two cabinet secretaries. In May 1992, less than four months after the conference, the Interagency Task Force was disbanded. Even though nearly $1 million was spent on planning and conducting the conference, no Federal agency was assigned the responsibility for follow-up activities. Instead, the National Indian Education Association (NIEA), a private non-profit organization composed of Indian educators, many of whom served as conference delegates, has been making plans to maintain conference momentum. NIEA expects to update conference implementation plans and incorporate them into a national blueprint for Indian education.

American Indian/Alaska delegates to the conference overwhelmingly rejected the proposed Independent Board of Indian Education concept. Most agreed that it would add another level of bureaucracy to the already complex relationships between tribal local, state and federal government.[18] After extensive discussion with tribal representatives and educators, delegates passed resolutions on ten additional topics, including student literacy, achievement and high school graduation; safe, alcohol-free schools; gifted and talented education; readiness for school; native languages and culture; structure for schools; higher education; Native and non-Native school personnel; adult education; and the well-being of Indian communities.

In spite of the Federal government's neglect of Indian education, delegates recognized that programs have improved considerably in the last 20 years. Parents are more involved in their children's education, but need training in ways to support their learning. Many more American Indian/Alaska Natives are teaching at schools and universities, and more are graduating from college and obtaining advanced degrees than in the past. Curricula have been developed that present an American

Indian/Alaska Native perspective in such fields as history and the visual arts. More needs to be done, however, to build upon the progress made thus far to improve early education, develop curricula, train teachers, and build better connections between schools, parents and communities.[19]

Most students are failing to master basic skills of reading, writing, and arithmetic. This will make it impossible for them to compete in the increasingly complex global knowledge economy. Some BIA schools, however, offer evidence that challenges can be overcome with effective leadership and adequate resources.[20] While the relatively few college graduates make a fragile base on which to build future leadership cadre, higher education represents a promising path to upward mobility. The nation should not lose the productive potential now being wasted in the American Indian community.

DATES OF INTEREST IN INDIAN EDUCATION

1775 Continental Congress approves $500 to educate Indians at Dartmouth College.

1778 September 17, 1778, the first treaty between the United States and an Indian Nation.

1802 Congress approves appropriations for Indian education not to exceed $15,000 annually "to provide civilization among the aborigines."

1818 Congress authorizes a civilization fund in the amount of $10,000 to convert Indians from hunters to agriculturalists.

1819 Congress passes a law on March 3, 1819, which states that the act was "designed to provide against the further decline and final extinction of the Indian tribes adjoining the frontier settlements of the United States, and for introducing among them, the habits and acts of civilization."

1870 Congress authorizes appropriations of $100,000 to operate federal industrial schools for Indians.

1871 Congress ends authority to make treaties with Indian tribes and nations.

1890 Federal tuition offered to public schools to educate Indian children.

1892 Congress authorizes the Commissioner Indian Affairs to make and enforce regulations on Indian student attendance including the authority to withhold food and services from families that resists the "educational program" by refusing to send their children to school.

1906 Congress abolishes Oklahoma Cherokee school system.

1921 Congress passes the Snyder Act of 1921 which instructed the Secretary of Interior "to direct, supervise, and expend such moneys as Congress may from time to time appropriate, for the benefit, care and assistance of Indians throughout the United States." The monies could be used for "general support and civilization, including education."

1928 Meriam Report to the Congress which influenced a change in Indian education policies.

1934 Congress passes the Johnson-O'Malley (JOM) Act which authorizes contracts for welfare and educational services, and which was used to entice public school districts to assume more res-ponsibility for providing an elementary and secondary education for Indian children who reside on Indian reservation lands.

1950 Congress amends Public Law 874 which provides Impact Aid to public school districts to educate children residing on federal lands including Indian reservations.

1952 Congress passes a program to relocate Indians away from reservations.

1964 Congress passes Economic Opportunity Act which provides for Indian children and adults to participate in Head Start, Upward Bound, Job Corps, Vista, and the Indian Community Action Program.

1965 Congress passes the Elementary and Secondary Education Act which is intended to benefit socially and economically disadvantaged youth. Titles I and III of the act was amended to include Bureau of Indian Affairs (BIA) schools.

1966 Rough Rock Demonstration School which is the first modern day Indian controlled school funded by the federal government opens within the Navajo Nation.

1967 Senate Special Subcommittee on Indian Education is established by Senate Resolution 165.

1968 Navajo Community College as the first tribally controlled Indian community College is established in the Navajo Nation.

1969 Indian Education: A National Tragedy — A National Challenge, the Senate Special Subcommittee Report on Indian Education is released.

1970 Ramah Navajo High School, the first Indian controlled contract high school, opens.

1971 Navajo Nation establishes the first comprehensive tribal education department which contracts to administer the Bureau of Indian Affairs Area Office Title I Program and Higher Education Grants Program.

1972 Congress passes the Indian Education Act which creates an Office of Indian Education within the US Office of Education, defines Indian to include members of state recognized Indian tribes and descendants of Indians, establishes a quasi-entitlement program for Indians attending public schools, and establishes a National Advisory Council on Indian Education.

1975 Congress passes the Indian Self-Determination and Education Assistance Act, which opens up contracting.

1978 Congress passes the Indian Education Amendments which establishes standards for BIA schools, institutionalizes BIA school boards, requires formula funding in BIA schools, and provides for increased Indian involvement in the use of Impact Aid funds.

1988 Congress passes Public Law 100-297, which reauthorizes the Indian Education Act and calls for a White House Conference on Indian Education.

1991 Indian Nations At Risk Task Force created by Secretary of Education issues report.

1992 White House Conference on Indian Education held resulting in 113 recommendations.

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14. *Figure from the National Center for Education Statistics,* Washington, DC.

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American Indian/Alaska Native Education: Keeping Forgotten Promises

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PART 3

NACIE RECOMMENDATIONS TO CONGRESS

NACIE RECOMMENDATIONS TO CONGRESS FOR FISCAL YEAR 1993

The following recommendations are forwarded to the U.S. Congress as provided in authorizing legislation governing the work of the National Advisory Council on Indian Education. The law stipulates that the Council may make recommendations for any program in which American Indian and Alaska Native children and adults participate or from which they can benefit, therefore the recommendations presented here refer to several agencies in addition to the Department of Education. The following recommendations are those deemed necessary in order to further the strides recently made in Indian Education.

Department of Education - Indian Education

1. Congress should authorize the Secretary of Education to establish the position of Assistant Secretary for Indian Education with authority to coordinate all Federal education resources serving American Indian/Alaska Native students.

2. Congress should provide $1 million annually for an additional 100 graduate fellowships to highly qualified American Indian/Alaska Native graduate students. It should amend Title IX of the Higher Education Act to establish an affirmative action set-aside consistent with the Secretary of Education's new scholarship policies for federally-supported disadvantaged students.

3. Congress should require Educational Personnel Development fellowship recipients to pay back the stipend or serve in rural or isolated American Indian/Alaska Native communities, or where there is an identified need from Indian tribes or communities or local Indian education boards in exchange for receiving financial support.

4. The Secretary of Education, as chairman of the new Federal Interagency Coordinating Council, should report to the Congress by April 1, 1994, the steps taken to carry out early intervention services for 3-5 year old American Indian/Alaska Native children with disabilities as required by the amended Individuals with Disabilities Education Act (IDEA).

5. The Secretary of Education should create a task force to include the NACIE Executive Committee to examine the internal management practices of the Office of Indian Education, and make recommendations for improvement. When a final report is compiled, NACIE recommends that this report be sent

to Congress, the Secretary of Education, and the Assistant Secretary of Education, and made a matter of public record.

6. **NACIE Recommends the following Fiscal Year 1996 Funding for Indian Education:**

DEPARTMENT OF EDUCATION

A. Indian Education Act. $152 million, to include an additional $1 million for the Indian Technical Assistance Centers.

B. Impact Aid, PL 81-874. $885 million total funding.

C. Impact Aid, PL 81-815. $28 million

7. **The following reauthorization recommendations are made with respect to certain proposed sections of H.R. 6**

Section 6102. The current minimum number of ten American Indian/Alaska Native students required to receive grants should be retained, especially with new LEAs that did not participate in the program during the previous grant cycle. Often during the first year of a new grant an LEA discovers additional American Indian/Alaska Native students who are eligible but were not identified for services until the program began operations. Raising the minimum number of students from ten to 20 would deny access to students for program services and places undue hardship on small communities with limited resources who want to establish Indian education programs.

Section 6103 (b). Formula grants should be allowed for the current 10 or more eligible students in an LEA. LEAs should not be forced to form a consortium to raise a minimum of $4,000 in awards since this could limit the ability of the local parent committee to deal directly with its LEA on local needs of students. Consortia should be allowed, but not required, since local control is the strength of this program. Subsection (d) would provide grants to the Secretary of the Interior without administration by the Office of Indian Education.

Section 6104 (d) would require the LEAs obtain State Education Agency (SEA) comments on its application before submitting its application. A complimentary copy of the finished application would be more appropriate

since the programs are locally-developed from the local community to meet local needs. Requiring SEAs to comment would not necessarily reflect those actual local conditions and needs as determined by parent committees. The local parent committee participation in these programs should not be de-emphasized. The Indian Education Act was initially established in order for the Federal Government to meet its unmet obligations based on a government-to-government relationship with Indian people. The SEA requirement erodes this relationship and adds an additional layer of bureaucracy to contend with.

Section 6501 (b). It is currently required that a Director for the Office of Indian Education be selected from a list of nominees submitted by NACIE. This should not be changed since it gives necessary input, not unlike what parent committees give LEAs in the hiring of personnel for their programs. Additionally, the Director of the Office of Indian Education should not be limited to being a member of the Career Senior Executive Service. This person should be the very best person for the job regardless of bureaucratic experience.

8. Current language authorizing Indian Technical Assistance Centers should be retained. Closing the current six centers and replacing them with comprehensive technical assistance centers is not responsive to the needs of American Indians/Alaska Natives. Currently these centers are funded competitively to provide the necessary services to local areas and programs. Closing and replacing them with a more inclusive center will take away the close connection that American Indians/Alaska Natives feel in working with organizations that are selected based on their expertise in serving the Indian community. This connection is important and reflected in Section 6501 (c) that requires the Secretary to give preference in hiring to Indian/Alaska Natives. The proposed change will increase the monitoring and technical assistance required from an Office of Indian Education program that is already understaffed and overworked.

Department of Interior, Bureau of Indian Affairs - Office of Indian Education Programs

9. The President should direct the Secretary of the Interior with the assistance of the Secretary of Education to conduct an evaluation of the performance of Indian students in each BIA-funded school. The Secretaries then should report action steps necessary to raise the achievement levels to meet world-

class standards of competencies at grades 4, 8, and 12. By the next congressional reauthorization, if satisfactory progress has not been achieved, the Congress, in consultation with Indian tribes whose members attend BIA-funded schools, should consider administrative alternatives for BIA funded education programs.

10. The Secretary of the Interior should field test innovative educational demonstration programs. The major federal educational research and development resources are provided by the Department of Education's Office of Educational Research and Improvement (OERI). Once models of increased student achievement, teacher/administrator skill development and parent involvement have been identified and documented, they should be presented to the Secretary of Education for national recognition and dissemination throughout the United States.

11. The Congress should adequately fund Indian education programs from preschool through higher education. Adequate funding should be determined by a panel of experts on educational funding, but should not be less than the average cost across the nation adjusted for geographic conditions. Once a base amount is established for educating Indian students, it should be tied to the consumer price index and adjusted annually for inflation.

12. The Congress should protect basic Indian education programs from all budget cuts by clearly defining them as Federal entitlement programs for Federally-recognized American Indians/Alaska Native students, regardless of residency and income levels. Federal entitlement programs, such as Social Security, are protected from the laws intended to decrease the Federal deficit, such as the Gramm-Rudman Act.

13. The Congress should designate 1995 education funding above the 1994 base as a federal "high performance learning investment" to be used only for program recipients, school district officials and tribal contractors who submit "Learning Improvement Contracts." Contracts should require accountability for significantly raising the level of student educational outcomes where public funds are utilized. For every dollar of new Federal funding, at least $4 of base expenditures must be redirected to become "high performance investment" to reform present programs and increase educational performance. Additional funding and performance incentives should be contingent upon meeting expected objectives and timetables in future school years.

14. Congress should amend the Indian Education Amendments of 1988 to require all teachers of American Indian/Alaska Native American children to be trained or retrained to counter the negative effects of poverty and develop high-performance skills that build upon children's cultural strengths. Through intensive summer programs, all personnel should develop skills for teaching to new world-class standards and for using the latest education technology within the context of Native American cultures.

15. BIA training programs should be contracted out by competitive bidding for all services.

16. Congress should amend the Indian Education Amendments of 1988 to require parents/guardians of American Indian/Alaska Native children, to do the following:

    a. sign a "Parent Education Responsibilities Contract" with the teachers and the principal that includes a Student Educational Plan or a Family Education Plan.

    b. train as a "parent educator" to more effectively develop a "responsible family learning culture" that facilitates children's optimal development. This training also would enhance the skills of American Indian/Alaska Native parents in the workforce and in the community.

17. Congress should modify the administration of Indian self-determination at the federal, state, and local levels. Indian self-determination must be implemented within the context of strictly enforced BIA system-wide minimum standards which would apply to BIA-funded contract or grant schools. These minimum standards should include above standard teacher certification requirements, that at least 50 percent of all school instructional personnel be qualified professionals, and that all teachers, counselors, and administrators be certified and that the school year be extended to not less than 200 instructional days per school term, and that students pass a proficiency test as a prerequisite for promotion.

18. Congress should (1) avoid funding delays that cripple BIA plans to recruit and retain teachers (2) induce stability of personnel in JOM programs and (3) remove doubt and indecision about scholarship awards by providing a one-time additional appropriation of $115 million to forward fund the total

BIA education budget completing the previous appropriation of $209 million previously appropriated.

19. The Secretary of the Interior should direct the BIA schools to offer up to 25 percent additional differential pay to recruit qualified teachers and administrators in shortage skill areas. They would be eligible for differential pay in succeeding years only if before-and-after measures of student performance demonstrated significant improvements toward world-class standards. Congress should also amend Title IV of the Higher Education Act to provide some student loan forgiveness for each year of service in Indian schools. This program would help reduce high turnover rates and attract better teachers.

20. The Secretary of the Interior should monitor and audit BIA contracts and grants with tribes that provide educational services and ensure adequate management practices, including provisions for performance measures that ensure accountability toward world-class educational standards for grades 4, 8, and 12.

21. The Secretary of the Interior should direct all BIA schools to collect performance data on each Native American student for all grades, making this information available to teachers and parents, and furnishing comparisons with world-class standard achievements of other American schools and competitor countries.

22. The Secretary of the Interior should hold the Director of Indian Education accountable to provide training in economic development skills using the latest technologies. The Secretary should appoint a nationally recognized Business Advisory Council, with no more than 60 percent of its membership being American Indian/Alaska Native. This council should advise the Secretary on revising curricula to reflect the vocational needs of high school students entering the new global knowledge economy. BIA should contract for services stemming from these recommendations and be held accountable for effective performance outcomes.

23. The Secretary of the Interior should implement the effective-schools model for BIA-funded education. This model emphasizes improving leadership, raising performance of students and teachers, increasing participation of parents and developing strategies to ensure accountability.

24. The Secretary of the Interior should reorganize the BIA-funded education office to give it more authority and visibility within the Department of the Interior. This office should be the institutional base for professional improvement. It should recruit top quality executives competent in data-gathering analysis and dissemination, and skilled in ways that motivate others and raise morale to reduce the high turnover of directors. The highest priority of the central office should be assisting schools and staff to generate, operate, and be accountable for educationally competitive programs.

25. The Secretary of the Interior should create a task force to include the NACIE Executive Committee to examine the internal management practices of the Office of Indian Education in the BIA, and make recommendations for improvement if necessary.

26. **Funding Recommendations for FY 1996 Department of Interior, Bureau of Indian Affairs**

A. **Teacher Salaries.** A $14 million increase under the Bureau of Indian Affairs (BIA) Indian School Equalization Program (ISEP) to meet the statutorily mandated increase in teacher salaries.

B. **School Transportation**. That the BIA provide detailed information on likely GSA bus lease and fuel cost increases to determine budget request.

C. **Johnson-O'Malley Program**. $35 million.

D. **Haskell/SIPI**. Restoration of the proposed cuts for Haskell and for SIPI in the amounts of $770,000 and $537,000, respectively.

E. **Tribal Colleges**. $32.5 million for operating grants, and a $10 million increase for the Tribal College Endowment, to bring both up to authorized levels.

F. **Adult Education**. $10 million.

G. **BIA Undergraduate Scholarships**. $60 million.

H. **Special Higher Education Scholarships**. $3.2 million. Request that scholarships be available for all fields of study if the increase is granted.

I. **School Construction**. $40 million to begin construction on the top five priority school construction projects.

J. **Forward Funding.** Recommend $115 million in budget authority to complete forward funding of Indian education programs.

K. **Student Enrollment**. Recommend $3.3 million increase to fund, under ISEP, a student enrollment increase of 1,050 students.

L. **Tribal Departments of Education**. Recommend $4 million for funding the development of tribal departments of education.

27. **Funding Recommendations for FY 1996 Smithsonian Institution Funding**

A. **Museum of the American Indian**. $5 million for grants to tribes for research and other activities relative to repatriation requests.

B. **Tribal Museum Endowment Fund**. $5 million under Section 15 of the National Museum of the American Indian Act for the Tribal Museum Endowment Fund.

28. **Funding Recommendations for FY 1996 Indian Health Service**

A. **Health Manpower**. Recommends the Indian Health Service requested amount of $13.8 million, but request that it be funded entirely through direct appropriations.

B. **Loan Repayment Program**. $6.9 million, but request that it be funded entirely through direct appropriations. Also, request that the Loan Repayment Program be available to nurses who are instructors or administrators of nursing degree programs at the tribal colleges.

29. **Funding Recommendations for FY 1996 Health and Human Services, Administration for Native Americans**

A. **Administration for Native Americans.** $45 million for the Administration for Native Americans basic programs.

B. **Native American Language Act**. Recommend $7 million in authorization and funding for preservation of Native Languages.

30. **Recommendation for FY 1996 Health and Human Services, Reauthorization of the Head Start Act**

A. Monitoring and Quality Assurance. Establishment of program to monitor "outcome measures" to be used to evaluate effectiveness of each local program and provide intensive monitoring of newly-designated Head Start agencies and programs which fail to meet minimum quality standards.

B. Supports the National Indian Head Start Director's Association regarding technical assistance needs with an allocation of supplemental training and technical assistance for Indian grantees based on their unique needs and the rural locations of Indian communities.

C. Supports the efforts to allow American Indian/Alaska Native governments to determine eligibility requirements for Head Start Programs located on or near Indian reservations or communities.

D. Recommends that tribal grantees be allowed to use funds to construct facilities for use by Head Start Programs.

E. Recommends an increase of the 15 percent limitation covering Administrative costs to operate Indian Head Start Programs.

F. Recommends Indian preference be implemented in the hiring of staff for the American Indian Program Branch of the Head Start Bureau.

31. **Funding Recommendations for FY 1996 Housing and Urban Development**

A. <u>Indian Housing, HUD</u>. $224 million for Indian Housing starts, separate from the HOME, or the HOPE programs.

PART 4

INDIAN EDUCATION ACT REVIEW

OFFICE OF INDIAN EDUCATION FORMULA GRANT PROGRAM

Financial Assistance to Local Education Agencies for the Education of Indian Children -Subpart 1

The Office of Indian Education provides financial assistance to local education agencies (LEAs) and Indian-controlled schools to develop and carry out elementary and secondary school programs designed to meet the special educational and culturally related academic needs of Indian students. For purposes of the formula grant program, eligible applicants include Public Schools, Indian Controlled Schools (ICSs) and schools operated directly by the Bureau of Indian Affairs.

The Office of Indian Education is authorized to fund applications that include proposals for the planning and development of programs, establishment, maintenance and operation of programs including minor remodeling of classroom or other equipment, and for the training of counselors at schools eligible to receive funds under this subpart in counseling techniques relevant to the treatment of alcohol and substance abuse. Applicants may also apply for assistance to carry out pilot projects designed to test the effectiveness of their projects. These programs are authorized under Subpart 1 of the Indian Education Act of 1988.

The following definition from Public Law 100-297 which authorizes the Indian Education Act applies to Indian participants benefiting from the Subpart 1 formula program:

§ 250.5(b)--means an individual who is:

(1) A member (as defined by an Indian tribe, band, or other organized group) of Indians, including those Indian tribes, bands, or groups terminated since 1940 and those recognized by the States in which they reside;

(2) A descendant, in the first or second degree of an individual described in paragraph (1) of this definition;

(3) Considered by the Secretary of the Interior to be an Indian for any purpose; or

(4) An Eskimo or Aleut or other Alaska native.

In fiscal year 1993 (school year 92-93) 1,050 LEAs in 42 states received formula grants, down from 1,061 the previous year. These LEAs reported an eligible Indian student enrollment of over 390,000, up from 368,000 the previous year. The size of Subpart 1 Indian student populations ranged from 5 students at Leon Public School in Leon, Oklahoma to almost 10,000 students in Robeson County, North Carolina. FY 93 grant amounts ranged from $581 to $1,420,378 respectively.

Eligible Applicants: Local education agencies; certain schools operated by Indian tribes; and Indian organizations that are established by tribal or inter-tribal charter or, if located on an Indian reservation, are operated with the sanction or by charter of the governing body of that reservation. Tribal schools and schools operated by the Bureau of Indian Affairs (BIA) are considered LEAs for the purpose of this program. BIA schools have been allowed to receive formula funds since fiscal year 1989 and were so authorized by the 1988 Hawkins/Stafford Elementary and Secondary School Improvement Act, P.L. 100-297. Therefore, when the terms "school district" and "LEA" are used in the application for formula grant awards, they are written in a manner to include tribal schools and BIA schools.

Grant Awards: The Amount of the grant award is based, in part, on the number of Indian children enrolled in the applicant's schools on the count date or during the count period and for whom the LEA has on file an ED 506 form. Before including a student in the count of Indian children to generate funds, the applicant must determine that the ED 506 form includes, at a minimum: (1) the student's name; (2) the name of the eligible Indian tribe, band, or group of which the student, the parent, or the grandparent is a member, as defined by the tribe, band or group; and (3) the parent's signature and date.

Public Hearings: All applicants, including BIA and tribal schools, must annually hold one or more public hearings prior to the preparation of applications (new and continuation). The public hearing should provide parents of Indian children, teachers, and where applicable, secondary students an opportunity to understand the project and to offer their recommendations. If an application is being made for a continuation award, the grantee must provide an opportunity for a discussion of all aspects of the project at the public hearing(s).

Parent Committees: Applicants, other than tribal schools or BIA schools, must establish and publicize procedures for selecting a parent committee prior to developing an application. Those persons eligible to serve on the parent committee are: (1) parents of Indian children who will participate in the proposed project; (2) teachers, including guidance counselors, except members of the project staff; and (3) Indian secondary school students, if any, enrolled in the LEA schools.

Subpart 1 Services: According to a 1983 evaluation of the Subpart 1 program, the services most frequently offered by Subpart 1 projects were tutoring and other academic activities (80 percent), Indian history and cultural instruction or activities (64 percent), counseling (48 percent), and home-school liaison (38 percent). According to annual audits conducted by the Office of Indian Education, the majority of the Subpart 1 Indian projects audited were meeting all or most of the perceived needs for supplementary education-related services for participating students.

Five States: Alaska, Arizona, California, New Mexico, and Oklahoma account for 231,937 students or 59 percent of all Indian students counted to generate Subpart 1 funds going to local education agencies. The total number of LEAs in these same five states is 648 which represents 55 percent of all LEAs receiving Subpart 1 funds. There were fewer LEAs receiving Subpart 1 funds in fiscal year 1993, down from 1,203 to 1,180 or a reduction of 23 grantees. This represents a 2 percent decrease in number of LEAs receiving Subpart 1 funds. Table 1 shows the distribution of students counted by each state for the last seven fiscal years (1987-1993) under the Subpart 1 formula program. Several states show a marked increase in the number of students from one year to the next. Since FY 1991 was the first year that new applicants could apply for formula funds, one may assume that the increase is attributed to new projects applying for and receiving formula funding for the first time since 1988. The CFDA (Catalog of Federal Domestic Assistance) number is identified for each program under the Indian Education Act.

Table 1
INDIAN EDUCATION ACT, SUBPART 1 FORMULA GRANT PROGRAM
LEA Student Count by State
Fiscal Years 1987-93

State	FY 87	FY 88	FY 89	FY 90	FY 91	FY 92	FY 93	# Change FY 87-93
Ala.	8,881	10,00	10,599	11,173	11,385	11,220	11,404	2,523
Alaska	21,09	21,05	21,779	22,254	23,225	24,937	25,775	4,685
Ark.	342	752	777	706	920	967	919	577
Ariz.	37,55	38,81	39,627	40,663	51,554	53,133	53,704	16,153
Calif.	27,10	28,19	28,059	29,026	30,549	31,537	31,390	4,285

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Table1, Indian Education Act, LEA count by State continued.

State	FY 87	FY 88	FY 89	FY 90	FY 91	FY 92	FY 93	# Change FY 87-93
Colo.	1,333	1,853	2,018	2,205	2,370	2,573	2,779	1,446
Conn.	121	109	110	119	119	119	110	(11)
Del.	0	0	0	0	0	0	0	0
Fla.	572	704	696	709	419	486	498	(74)
Ga.	0	0	0	0	0	0	0	0
Hawai	0	0	0	0	0	0	0	0
Idaho	1,882	1,907	1,910	1,987	2,043	2,036	2,081	199
Ill.	742	806	800	756	824	525	525	(217)
Ind.	97	98	105	106	113	111	111	14
Iowa	822	807	776	848	417	812	766	(56)
Kan.	1,311	1,417	1,441	1,459	1,558	1,756	1,909	598
Ky.	0	0	0	0	0	0	0	0
La.	2,951	3,124	3,380	3,659	3,743	3,811	3,817	866
Maine	419	421	426	441	453	467	469	50
Md.	904	864	850	858	880	893	844	(60)
Mass.	574	579	599	599	583	446	404	(170)
Mich.	12,093	12,329	12,362	13,045	12,676	13,660	13,812	1,719
Minn.	12,016	12,048	11,396	11,751	11,954	12,350	12,871	855
Miss.	93	104	105	107	1,379	1,449	1,480	1,387

Table1, Indian Education Act, LEA count by State continued.

State	FY 87	FY 88	FY 89	FY 90	FY 91	FY 92	FY 93	# Change FY 87-93
Mo.	16	18	20	12	128	274	279	263
Mont.	10,896	11,127	10,814	11,402	11,432	12,294	12,687	1,791
Neb.	1,982	1,954	1,938	2,065	2,109	2,322	2,396	414
Nev.	2,965	3,082	3,280	3,195	3,330	3,514	3,230	265
N.H.	0	0	0	0	0	0	0	0
N.J.	345	345	327	343	363	393	375	30
N.M.	28,012	28,225	28,873	29,110	36,860	39,131	41,145	13,133
N.Y.	4,498	4,528	4,418	4,579	4,374	4,462	4,443	(55)
N.C.	16,461	16,391	17,095	17,049	16,720	16,752	16,696	235
N.D.	5,639	6,117	6,291	6,419	7,612	7,874	8,108	2,469
Ohio	285	322	295	326	310	241	245	(40)
Okla.	69,982	67,336	67,022	67,316	72,145	76,138	79,923	9,941
Ore.	5,263	5,423	5,506	5,673	6,310	6,637	6,557	1,294
Pa.	0	0	0	0	0	0	0	0
R.I.	212	207	195	202	212	204	200	(12)
S.C.	0	0	0	0	0	0	0	0
S.D.	10,922	10,640	10,753	10,745	14,733	15,373	16,588	5,666
Tenn.	0	33	28	34	0	44	0	0

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Table 1, Indian Education Act, LEA count by State continued.

State	FY 87	FY 88	FY 89	FY 90	FY 91	FY 92	FY 93	# Change FY 87-93
Texas	594	674	790	834	912	862	1,146	552
Utah	5,424	5,064	4,918	5,121	5,543	5,300	5,198	(226)
Vt.	499	519	514	506	528	552	552	53
Va.	129	110	110	103	90	89	90	(39)
Wash	16,315	16,524	16,408	16,510	17,311	18,192	18,400	2,085
W.Va.	0	0	0	0	0	0	0	0
Wis.	7,355	7,247	7,544	7,588	8,028	8,353	8,455	1,100
Wyo.	1,712	1,806	1,856	1,891	1,932	2,057	1,827	115
42	**320,405**	**324,176**	**348,333**	**333,494**	**368,146**	**384,346**	**394,208**	**73,803**

Source: Office of Indian Education FY'93 Program Files

Table 2
INDIAN EDUCATION ACT, SUBPART 1 FORMULA GRANT PROGRAM
LEAS by State Fiscal Years 1987-93

STATE	FY 87	FY 88	FY 89	FY 90	FY 91	FY 92	FY 93
Ala.	12	12	12	12	13	13	13
Alaska	47	48	47	47	48	48	47
Ariz.	66	67	65	65	99	106	101
Ark.	1	2	2	2	2	3	3
Calif.	117	119	111	111	114	117	112
Colo.	6	8	8	8	9	10	11
Conn.	2	1	1	1	1	1	1
Del.	0	0	0	0	0	0	0
Fla.	6	7	7	7	5	6	6
Ga.	0	0	0	0	0	0	0
Hawaii	1	0	0	0	0	0	0
Idaho	12	12	11	11	10	9	9
Ill.	1	1	1	1	1	1	1
Ind.	1	1	1	1	3	1	1
Iowa	4	4	4	4	4	4	3
Kan.	7	8	8	8	8	8	9
Ky.	0	0	0	0	0	0	0
La.	8	9	8	8	8	8	8

Table 2, INDIAN EDUCATION ACT, LEAs by State Fiscal Years 1987-93, Cont.

State	FY 87	FY 88	FY 89	FY 90	FY 91	FY 92	FY 93
Maine	4	4	4	4	4	4	4
Md.	5	4	4	4	4	4	4
Mass.	3	3	3	3	3	4	3
Mich.	70	67	65	63	60	62	59
Minn.	53	54	53	53	55	60	63
Miss.	2	2	2	2	4	4	4
Mo.	1	1	1	1	2	5	4
Mont.	23	23	22	22	35	36	33
Neb.	8	8	8	8	8	11	11
Nev.	13	12	12	11	12	12	10
N.H.	0	0	0	0	0	0	0
N.J.	3	3	3	3	3	3	3
N.M.	28	28	28	27	55	61	56
N.Y.	16	16	16	16	15	15	17
N.C.	23	23	20	20	19	19	18
N.D.	23	24	24	23	28	30	30
Ohio	2	2	2	2	2	2	2
Okla.	313	325	322	317	320	326	322
Ore.	22	23	22	22	24	24	26

Table 2, INDIAN EDUCATION ACT, LEAs by State Fiscal Years 1987-93, Cont.

State	FY 87	FY 88	FY 89	FY 90	FY 91	FY 92	FY 93
Pa	0	0	0	0	0	0	0
R.I.	1	1	1	1	1	1	1
S.C.	0	0	0	0	0	0	0
S.D.	37	35	35	34	34	48	49
Tenn.	0	1	1	1	0	1	0
Texas	4	4	4	4	5	4	6
Utah	14	12	12	12	13	13	13
Vt.	1	1	1	1	1	1	1
Va.	2	2	2	2	2	2	2
Wash.	76	75	73	73	72	70	59
W.Va.	0	0	0	0	0	0	0
Wis	42	41	40	40	40	41	40
Wyo.	6	6	6	6	6	6	5
Totals	**1,086**	**1,099**	**1,072**	**1,061**	**1,063**	**1,203**	**1,180**

Source: Office of Indian Education FY'93 Program Files

BUREAU OF INDIAN AFFAIRS SCHOOLS RECEIVING INDIAN EDUCATION ACT FUNDING

Tables 3 and 4 on the following pages list by state those schools funded by the Bureau of Indian Affairs (BIA) which received Indian Education Act, Subpart 1 formula funding. Table 3 shows BIA-operated schools and Table 4 lists Indian-operated schools. Of significance is the fact that BIA-operated schools received $554,858 less in fiscal year 1993 than the previous year. In 1992, the number of BIA-operated schools receiving Subpart 1 formula grants was 72 compared with 62 in 1993. Eight of the BIA-operated schools not receiving formula grants which had received them in previous year were located in the Arizona portion of the Navajo Reservation. The student count in BIA-operated schools in Arizona for purposes of formula grants went from 10,040 in fiscal year 1992 to 8,049 in fiscal year 1993. The total student count in BIA-operated schools went from 21,673 in fiscal year 1992 to 17,807 in fiscal year 1993. This represents a decrease of 3,866 Indian students previously eligible to be served by the formula grant program. As some consolation, the number of school-funded, but not operated by the BIA receiving formula grants increased from 63 to 72. The student count increased from 15,082 to 18,436. This represents a total increase of 3,354 Indian students.

Since formula grants are not automatic, but require some minimal initiative as part of the application process on the part of school administrators, the situation described above reflects a problem which would be an inability to fully utilize resources. This is further complicated by testimony presented to NACIE concerning insufficient funds in the BIA's Indian Student Equalization Program. The following tables show the FY 93 BIA-Operated and Indian-Operated schools.

FY '93 FORMULA GRANTEES
BIA-Operated Schools

Table 3 - Arizona STATE GRANTEE	STUDENT COUNT FY 92	STUDENT COUNT FY 93	GRANT AMOUNT FY 92	GRANT AMOUNT FY 93
1. AZ Casa Blanca Day	255	269	$32,888	$35,595
2. AZ Chilchinbeto Day	136		17,540	
3. AZ Chinle Boarding School	550	615	70,935	81,379
4. AZ Cottonwood Day Sch.	194		25,021	
5. AZ Dennehotso Boarding Sch.	306	315	39,465	41,682

Table 3- Arizona continued STATE GRANTEE	STUDENT COUNT FY 92	FY 93	GRANT AMOUNT FY 92	FY 93
6. AZ Dilcon Boarding School	456		58,811	
7. AZ Gila Crossing Day	99	86	12,768	11,380
8. AZ Greaswood/Toyei	350	350	45,140	46,313
9. AZ Hopi Jr./Sr. High	524	535	67,581	70,793
10. AZ Hunter's Point Boarding Sch.	115	127	14,832	16,805
11. AZ John F. Kennedy Day School	174		22,441	
12. AZ Kaibeto Boarding School	337	404	43,464	53,459
13. AZ Kayenta Boarding School	370	363	47,720	48,033
14. AZ Kinlichee Boarding School	141	150	18,185	19,849
15. AZ Low Mountain Boarding	192	220	24,763	29,111
16. AZ Lukachukai Boarding School	401	415	51,718	54,914
17. AZ Many Farms High	359		46,301	
18. AZ Moencopi Day School	118	135	15,219	17,864
19. AZ Navajo Mountain Boarding	128	114	16,508	15,085
20. AZ Nazlini Boarding School	134	148	17,282	19,584
21. AZ Pine Springs Boarding	67		8,641	
22. AZ Polacca Day School	144		18,572	
23. AZ Red Lake Day School	282		36,370	
24. AZ Red Rock Day School	225		29,019	
25. AZ Rocky Ridge Boarding School	243	233	31,340	30,381
26. AZ Salt River Day School	151	162	19,475	21,436
27. AZ San Simon	317	327	40,884	43,270
28. AZ Santa Rosa Boarding School	343	336	44,237	44,461
29. AZ Santa Rosa Ranch School	120	98	15,477	12,968
30. AZ Seba Dalkai	186		23,989	
31. AZ Second Mesa Day School	219	242	28,245	32,022
32. AZ Shonto Boarding School	626	585	80,736	77,409
33. AZ Teecnospos Boarding School	438	376	56,490	49,754
34. AZ Theodore Roosevelt Boarding	96	79	12,381	10,454
35. AZ Tohono O'Odham High	199		25,665	
36. AZ Tonalea (Red Lake) School		292		38,638
37. AZ Tuba City Boarding School	859	891	110,787	117,900
38. AZ Wide Ruins Boarding School	186	182	23,989	24,083
SUBTOTAL	**10,040**	**8,049**	**$1,294,879**	**$1,064,622**

AZ FY 92 Grantees: 37 / Per Pupil Expenditure: $128.97
AZ FY 93 Grantees: 27 / Per Pupil Expenditure: $132.27

Table 3 - California	STUDENT COUNT		GRANT AMOUNT	
STATE GRANTEE	**FY 92**	**FY 93**	**FY 92**	**FY 93**
CA Sherman Indian High	414	458	$58,308	$63,939

CA FY 92 Per Pupil Expenditure: $140.84
CA FY 93 Per Pupil Expenditure: $139.60

Table 3 - North Dakota	STUDENT COUNT		GRANT AMOUNT	
STATE GRANTEE	**FY 92**	**FY 93**	**FY 92**	**FY 93**
1. ND Dunseith Day School	167	251	$21,365	$31,004
2. ND Standing Rock Community	557	551	71,260	68,060
3. ND Wahpeton Indian School	275		35,182	
NORTH DAKOTA SUBTOTAL	**999**	**802**	**$127,805**	**$99,064**

ND FY 92 Grantees: 3 / Per Pupil Expenditure: $127.93
ND FY 93 Grantees: 2 / Per Pupil Expenditure: $123.52

Table 3 - New Mexico	STUDENT COUNT		GRANT AMOUNT	
STATE GRANTEE	**FY 92**	**FY 93**	**FY 92**	**FY 93**
1. NM Baca Community School	145	166	$15,967	$19,538
2. NM Beclabito Day School	112		12,333	
3. NM Bread Springs	125	120	13,765	14,124
4. NM Chichiltah-Jones Boarding	230	248	25,327	29,189
5. NM Chuska Boarding School	553	522	60,895	61,438
6. NM Cove Day School	62		6,827	
7. NM Crownpoint Community	434	479	47,791	56,377
8. NM Crystal	172	171	18,940	20,126
9. NM DLO'AYAZHI Cmty. School	113	123	12,443	14,477
10. NM DZILTH-NA-O-DITH-HLE	387	358	42,616	42,135
11. NM Isleta Elementary	219	221	24,116	26,011
12. NM Jemez Day School	197	194	21,693	22,833
13. NM Laguna Elementary	427	385	47,020	45,313

Table 3-NM continued STATE GRANTEE	STUDENT COUNT FY 92	FY93	GRANT AMOUNT FY 92	FY 93
14. NMLake Valley Navajo	130	131	14,316	15,418
15. NM Mariano Lake Cmty School	201	219	22,134	25,776
16. NM NA'NEELZHIIN JI OLTA'	367	394	40,413	46,372
17. NM Nenahnezad	420	439	46,249	51,669
18. NM Ojo Encino Day School	200		22,024	
19. NM Pueblo Pintado	263	274	28,961	32,249
20. NM San Felipe Elementary School	315	312	34,687	36,721
21. NM San Ildefonso	31	31	3,414	3,649
22. NM San Juan Day School	43		4,735	
23. NM Sanostee Day School	80		8,809	
24. NM Santa Clara Day School	137	136	15,086	16,007
25. NM Sky City Community	245	258	26,979	30,366
26. NM Standing Rock Community	114		12,553	
27. NM Taos Day School	117	132	12,884	15,536
28. NM Tesuque Day School	50	57	5,506	6,709
29. NM Toadlena Boarding School	285	289	31,384	34,014
30. NM TO'HAAJIILEE	336	317	37,000	37,310
31. NM Wingate Board of Education	613	663	67,502	78,033
32. NM Wingate Elementary	492		54,178	
33. NM Zia Day School	90		9,911	
NEW MEXICO SUBTOTAL	**7,705**	**6,639**	**$848,458**	**$781,390**

NM FY 92 Grantees: 33 / Per Pupil Expenditure: $110.12
NM FY 93 Grantees: 25 / Per Pupil Expenditure: $117.70

Table 3 - South Dakota STATE GRANTEE	STUDENT COUNT FY 92	FY 93	GRANT AMOUNT FY 92	FY 93
1. SD American Horse	176		$ 20,528	
2. SD Flandreau	604	642	70,448	77,119
3. SD Little Eagle Day School	83	90	8,681	10,811
4. SD Promise Day School	11	12	1,283	1,441
5. SD Rock Creek Day School	83	72	9,681	8,649
6. SD Swift Bird Day School	63	51	7,348	6,126
7. SD White Horse Day School	38	16	4,432	1,922
SOUTH DAKOTA SUBTOTAL	**1,058**	**883**	**$122,401**	**$106,068**

SD FY 92 Grantees: 7 / Per Pupil Expenditure: $115.69
SD FY 93 Grantees: 6 / Per Pupil Expenditure: $120.12

ADDITIONAL STATES WITH BIA-OPERATED FORMULA PROGRAMS

Table 3

STATE GRANTEE	STUDENT COUNT FY 92	STUDENT COUNT FY 93	GRANT AMOUNT FY 92	GRANT AMOUNT FY 93
1. OK Riverside Indian School	325	385	$35,597	$44,765
2. OR Chemawa Indian School	319	374	60,739	65,041
3. UT Aneth Community	233	217	19,137	19,782
ADD'L STATE SUBTOTALS	**877**	**976**	**$115,473**	**$129,588**
GRAND TOTAL	**21,673**	**17,807**	**$2,799,529**	**$2,244,671**

FY 92 BIA-Operated Grantees: 72 / Per Pupil Expenditure: $129.17

FY 93 BIA-Operated Grantees: 62 / Per Pupil Expenditure: $126.06

BIA - OPERATED FACTS

- $544,858 less dollars available in 1993 than in 1992
- 3,866 less BIA-Operated School Students in 1993 than 1992
- 10 less grantees in 1993 than 1992
- $3.11 less per student expenditure in 1993 than 1992
- National Per-Pupil Expenditure under Subpart 1 in 1993 was $142.89
- BIA-Operated Per-Pupil Expenditure under Subpart 1 in 1993 was $126.06
- BIA-Operated Schools Received .04 Percent of total Subpart 1 Appropriations in 1993

Source: Office of Indian Education Program Files, Fiscal Year 1993

FY 93 FORMULA GRANTEES
Indian-Operated Schools

Table 4 - Arizona

STATE GRANTEE	STUDENT COUNT FY 92	STUDENT COUNT FY 93	GRANT AMOUNT FY 92	GRANT AMOUNT FY 93
1. AZ Black Mesa School	80	105	$10,318	$13,894
2. AZ Blackwater/Gila River Cmty. Sch.	102	70	13,155	9,263
3. AZ Cibecue	267	309	34,436	40,888
4. AZ Havasupi Tribe	61	89	7,867	11,777
5. AZ Hotevilla-Bacavi	120	119	15,477	15,747
6. AZ Keams Canyon Brd Sch (Contract)		56		7,410
7. AZ Leupp Boarding School	405	398	52,234	52,665
8. AZ Little Singer School	78	82	10,060	10,851
9. AZ Pinon Comm. School Brd. Inc.	39	61	5,030	8,072
10. AZ Rock Point Schools	473	430	61,004	56,899
11. AZ Rough Rock School	508	618	65,518	81,776
12. AZ Tuba City High School Brd, Inc.	468	464	60,359	61,398

(ARIZONA, continued from page 66.)

ARIZONA SUBTOTAL	2,601	2,801	$335,458	$370,640

AZ FY 92 Grantees: 11 / Per Pupil Expenditure: $128.97
AZ FY 93 Grantees: 12 / Per Pupil Expenditure: $132.32

Table 4 - Idaho	STUDENT COUNT		GRANT AMOUNT	
STATE GRANTEE	**FY 92**	**FY 93**	**FY 92**	**FY 93**
1. ID Coeur D'Alene Tribes	47	49	$4,580	$5,092
2. ID Shoshone-Bannock	102	99	9,940	10,287
IDAHO SUBTOTAL	**149**	**148**	**$14,520**	**$15,379**

ID FY 92 Grantees: 2 / Per Pupil Expenditure: $97.45
ID FY 93 Grantees: 2 / Per Pupil Expenditure: $103.91

Table 4 - Maine	STUDENT COUNT		GRANT AMOUNT	
STATE GRANTEE	**FY 92**	**FY 93**	**FY 92**	**FY 93**
1. ME Beatrice Rafferty	132	124	$23,070	$21,123
2. ME Indian Island	114	115	19,924	19,590
3. ME Indian Township	141	148	24,643	25,211
MAINE SUBTOTAL	**387**	**387**	**$67,637**	**$65,924**

ME FY 92 Grantees: 3 / Per Pupil Expenditure: $174.77
ME FY 93 Grantees: 3 / Per Pupil Expenditure: $170.37

Table 4 - Minnesota	STUDENT COUNT		GRANT AMOUNT	
STATE GRANTEE	**FY 92**	**FY 93**	**FY 92**	**FY 93**
1. MN Circle of Life	135	136	$21,193	$21,719
2. MN Fond Du Lac/Ojibway	169	222	26,531	35,454
3. MN Leech Lake	570	542	89,482	86,558
4. MN Nay Ah Shing/Mille Lacs	98	110	15,385	17,567
MINNESOTA SUBTOTAL	**972**	**1,010**	**$152,591**	**$161,298**

MN FY 92 Grantees: 4 / Per Pupil Expenditure: $156.99
MN FY 93 Grantees: 4 / Per Pupil Expenditure: $159.70

Table 4 - Montana	STUDENT COUNT		GRANT AMOUNT	
STATE GRANTEE	**FY 92**	**FY 93**	**FY 92**	**FY 93**
1. MT Busby School	189	160	$28,672	$25,397
2. MT Two Eagle River/Salish Kootenai	106	99	16,081	15,714
MONTANA SUBTOTAL	**295**	**259**	**$44,753**	**$41,111**

MT FY 92 Grantees: 2 / Per Pupil Expenditure: $151.70
MT FY 93 Grantees: 2 / Per Pupil Expenditure: $158.73

Table 4 - North Dakota	STUDENT COUNT		GRANT AMOUNT	
STATE GRANTEE	**FY 92**	**FY 93**	**FY 92**	**FY 93**
1. ND Devils Lake Sioux Tribe	444	501	$56,803	$61,884
2. ND Ojibwa Indian School	361	257	46,185	44,097
3. ND Mandaree			210	25,939
4. ND United Tribes Tech. College	95	100	12,154	12,352
5. ND Twin Buttes #37		34		4,200
6. ND Wahpeton Indian School		241		29,783
7. ND White Shield (Contract)	161	185	20,598	22,851
NORTH DAKOTA SUBTOTAL	**1,061**	**1,528**	**$135,740**	**$201,106**

ND FY 92 Grantees: 4 / Per Pupil Expenditure: $127.94
ND FY 93 Grantees: 7 / Per Pupil Expenditure: $131.61

Table 4 - New Mexico	STUDENT COUNT		GRANT AMOUNT	
STATE GRANTEE	**FY 92**	**FY 93**	**FY 92**	**FY 93**
1. NM Alamo Navajo School	351	354	$38,651	$41,665
2. NM Borrego Pass/Dibe Yazhi	186	196	20,482	23,069
3. NM Mescalero Elementary School	202		22,244	
4. NM Navajo Preparatory School, Inc.	160	159	17,619	18,714
5. NM Ramah Navajo/Pine Hill	374	371	41,184	43,665
6. NM Santa Fe Indian School	565	559	62,216	65,792
7. NM Shiprock Alternative	265	265	29,181	31,190
NEW MEXICO SUBTOTAL	**2,103**	**1,904**	**$231,577**	**$224,095**

NM FY 92 Grantees: 7 / Per Pupil Expenditure: $110.12
NM FY 93 Grantees: 6 / Per Pupil Expenditure: $117.70

Table 4 - Nevada	STUDENT COUNT		GRANT AMOUNT	
STATE GRANTEE	**FY 92**	**FY 93**	**FY 92**	**FY 93**
1. NV Duckwater Shoshone	20	26	$2,660	$3,704
2. NV Pyramid Lake	34	36	4,521	5,129
NEVADA SUBTOTAL	**54**	**62**	**$7,181**	**$8,833**

NV FY 92 Grantees: 2 / Per Pupil Expenditure: $132.98
NV FY 93 Grantees: 2 / Per Pupil Expenditure: $142.47

Table 4 - South Dakota		STUDENT COUNT		GRANT AMOUNT	
STATE	**GRANTEE**	**FY 92**	**FY 93**	**FY 92**	**FY 93**
1.	SD American Horse		197		$23,664
2.	SD Crazy Horse School	327	311	38,140	37,358
3.	SD Crow Creek	231	236	26,943	28,349
4.	SD Eagle Butte **(Contract)**		1,214		145,830
5.	SD Enemy Swim	37	42	4,316	5,045
6.	SD Little Wound School Board	744	816	86,778	98,021
7.	SD Loneman School	258	277	30,092	33,274
8.	SD Lower Brule **(Contract)**		350		42,043
9.	SD Marty Indian School Board, Inc.	272	310	31,725	37,238
10.	SD Pierre Indian Learning Center	167	150	19,478	18,019
11.	SD St. Francis/Sicangu Oyate Ho	477	526	55,636	63,185
12.	SD Takini	268	277	31,259	33,274
13.	SD Tiospa Zina Tribal	235	375	27,410	45,046
14.	SD Wounded Knee	225	211	26,243	25,346
SOUTH DAKOTA SUBTOTAL		**3,241**	**5,292**	**$378,020**	**$635,692**

SD FY 92 Grantees: 11 / Per Pupil Expenditure: $116.64
SD FY 93 Grantees: 14 / Per Pupil Expenditure: $120.12

Table 4 - Washington	STUDENT COUNT		GRANT AMOUNT	
STATE GRANTEE	**FY 92**	**FY 93**	**FY 92**	**FY 93**
1. WAColville Conf. Paschal Sherman	148	185	$ 21,824	$27,101
2. WA Lummi Tribe	158	152	23,298	22,267
3. WA Muckleshoot Indian Tribe	48	52	7,078	7,618
4. WA Puyallup Tribal	440	505	64,882	73,978
5. WA Quileute Tribal School Board	45	53	6,636	7,764
6. WA Wa He Lut Indian School	48	58	7,078	8,497
7. WA Yakima Tribe	61	91	8,995	13,331
WASHINGTON SUBTOTAL	**948**	**1,096**	**$139,791**	**$160,556**

WA FY 92 Grantees: 7 / Per Pupil Expenditure: $147.46
WA FY 93 Grantees: 7 / Per Pupil Expenditure: $146.49

Table 4 - Wisconsin	STUDENT COUNT		GRANT AMOUNT	
STATE GRANTEE	**FY 92**	**FY 93**	**FY 92**	**FY 93**
1. WI Lac Courte Oreilles Tribe	252	236	$44,733	$43,020
2. WI Menominee Tribal School	200		35,502	
3. WI Oneida Tribe	261	310	46,331	56,510
WI. SUBTOTAL - 3 GRANTEES	**713**	**546**	**$126,566**	**$99,530**

WI FY 92 Grantees: 3 / Per Pupil Expenditure: $177.51
WI FY 93 Grantees: 2 / Per Pupil Expenditure: $182.29

ADDITIONAL STATES WITH INDIAN-OPERATED FORMULA PROGRAMS

Table 4

STATE GRANTEE	STUDENT COUNT FY'92	STUDENT COUNT FY'93	GRANT AMOUNT FY'92	GRANT AMOUNT FY'93
1. FL Ahfachkee	60	64	$9,255	$10,084
2. FL Miccosukee Corp.	78	87	12,031	13,708
3. IA Sac & Fox Settlement	63		8,947	
4. KS Kickapoo Nation School		106		15,848
4. LA Chitimacha Tribe of LA		106		13,512
4. MI Hannahville Tribal Council	83	125	14,667	22,640
5. MS Mississippi Band of Choctaw	1,283	1,305	119,750	120,231
6. NC Cherokee Central	1,013	991	136,236	135,687
7. OK Cherokee Nation-Sequoyah H.S.	229	305	25,554	35,463
8. WY St. Stephens	367	313	65,245	55,112
SUBTOTAL	**3,176**	**3,402**	**391,685**	**422,285**
GRAND TOTAL	**15,082**	**18,436**	**$2,084,817**	**$2,406,449**

FY 92 INDIAN-OPERATED SCHOOLS: 63 / Per Pupil Expenditure: $138.23
FY 93 INDIAN-OPERATED SCHOOLS: 72 / Per Pupil Expenditure: $130.53

INDIAN OPERATED PROGRAM FACTS

- $321,632 less dollars available in 1993 than in 1992.
- 3,354 less Indian-Operated School Students in 1993 than 1992.
- 9 less grantees in 1993 than 1992.
- $7.70 less per student expenditure in 1993 than 1992.
- National Per-Pupil Expenditure under Subpart 1 in 1993 was $142.89.
- Indian-Operated Per-Pupil Expenditure under Subpart 1 in 1993 was $130.53.
- Indian-Operated Schools Received .04 Percent of total Subpart 1 Appropriations in 1993.

Source: Office of Indian Education Program Files, Fiscal Year 1993

INDIAN EDUCATION ACT - SUBPART 1 PROJECTS, FY 1993 OFFICE OF INDIAN EDUCATION DISCRETIONARY PROGRAMS

THE DISCRETIONARY REVIEW PROCESS: Awards made under Subpart 2 and 3 and certain awards under Subpart 1 of the Indian Education Act of 1988 are made at the discretion of the Secretary of Education. The discretionary nature of these awards is based on how well the applicant meets the criteria for the proposed project during the request for proposal period. The following illustrates the typical sequence an application takes during the review process:

(1) Request For Proposals (RFP's) Received; (2) Field & Federal Readers Review and Score Applications; (3) Application Control Center (ACC) Normalizes Raw Scores ***NACIE Reviews Proposed Funding Slate and Makes Recommendations For/Against Funding;*** *and (4) Proposals awarded.*

Incoming applications are screened by field and federal readers during the initial review process. After completion of this stage a slate of proposed awardees is prepared based on the highest scores. These field and federal reader scores are referred to as "raw scores." The next step involves the Department of Education's Application Control Center (ACC) which "normalizes" the initial set of raw scores by taking into account the tendency of the reviewer who scores consistently high or low. This step can move an application from the top of the ranking list downward and vice versa. Once this second stage is completed a final ranked list is prepared from which the Indian Education Office makes awards. The scoring from the ACC list always supersedes the scores of the field and federal reviewers.

NACIE's INVOLVEMENT IN THE REVIEW PROCESS

NACIE's involvement in the application review process is mandated in authorizing legislation and permits recommendations to be made with respect to the funding of any application. The point at which NACIE enters the review process differs depending on such factors as: deadline dates for submission of applications; length of time between initial field and federal reader review; and the time needed for ACC score manipulation. Ideally, NACIE's involvement should occur according to the sequenced illustration above. In several instances the NACIE review occurred prior to ACC normalization of raw scores. Recent recommendations originating from the review process indicate that NACIE's involvement may be best utilized in an oversight or monitoring capacity.

NACIE has often found questionable applications being considered for awards and noteworthy ones being passed up. Once the NACIE review is completed, recommendations concerning the awarding of all reviewed applications are made and forwarded to the Secretary of Education. It should be noted that NACIE has not received written responses to any specific recommendations since 1988. As a result, the NACIE Proposal Review Committee often finds applications making the funding range which have raw scores in the 80s, 70s or lower. It is the understanding of the Council that the scoring of applications is reliant upon scores by three readers, however, in recent years due to budgetary constraints, only two reader's scores are now taken into consideration for ranking purposes.

Prior to new awards being made, however, funds are awarded to continuation projects in their second or third year based on specific criteria. New first-year applications are then awarded with the remaining funds.

In fiscal year 1993 a total of 880 applications were received for discretionary programs under all subparts. Of this number only 225 applications (26%) of the total incoming applications were funded. The following chart illustrates the number of applications submitted during the past six fiscal years and the number funded. As shown under certain categories, the total number of applicants is increasing while the number funded is decreasing. The number of applications funded includes new and continuing applications.

INDIAN EDUCATION ACT APPLICATIONS FUNDED
FY 88-93

Table 5 (received/funded)

	FY 88	FY 89	FY 90	FY 91	FY 92	FY 93
Subpart 1						
84.060A Formula Grants to LEAS	1,086	1,099	1,072	1,061	1,163	1,182
84.072A Indian-Cont. Schools	42/20	39/22	30/18	19/15	19/18	35/19
Subpart 2						
84.061A Ed. Services/Ind. Child.	112/25	106/26	89/25	74/26	99/25	136/20
84.061C Planning	23/1	23/1	16/4	9/2	3/1	0/10
84.061D Pilot	32/9	30/9	17/6	20/8	15/4	29/12
84.061E Demonstration	30/7	29/7	20/5	9/7	0/4	NONE
84.061F EPD-5321(d)	28/7	27/6	11/6	0/6	26/6	0/5
84.061F EPD-5322	27/7	27/8	14/8	0/7	29/7	0/6
84.087A Fellowships	617/141	678/124	431/128	429/120	602/108	613/123
Subpart 3						
84.062A Adult Education	94/26	88/32	70/30	52/28	50/27	67/27
TOTAL Received/Funded*	**1,066/200**	**959/235**	**698/230**	**560/191**	**792/204**	**880/225**

** Includes only Discretionary Categories and Combines New and Continuing Applications*

Subpart 1 - INDIAN CONTROLLED SCHOOLS, CFDA #84.072A

Purpose of Program: The Indian Controlled Schools Enrichment Program is a competitive discretionary program for Indian tribes, organizations and certain Local Educational Agencies (LEAS) that operate, or plan to establish and operate a school for Indian children located on or geographically near a reservation. Up to ten percent of the appropriations under Subpart 1 are set-aside for this program for grantees to develop and establish supplemental educational enrichment programs. OIE awards an average of 20 grants per year serving approximately 6,000 students at an annual appropriation of approximately $3.5 million. Awards may range from $82,000 to $366,000. Projects can be funded for one to three years. Tables 7 and 8 show the awards made during fiscal year 1993.

INDIAN EDUCATION ACT - SUBPART 1 PROJECTS, FY 1993
INDIAN CONTROLLED SCHOOLS (ICS) - CFDA #84.072A

ICS CONTINUATION PROJECTS

Table 6

STATE	ORGANIZATION	#SERVED	LOCALE	GRANT AMOUNT
1. MN	Heart of the Earth	120	URBAN	$266,205
2. MN	Heart of the Earth	250	URBAN	$138,322
3. MN	Red School House	140	URBAN	$207,699
4. MT	Busby Sch./N Cheyenne	253	RURAL	$20,314
5. NM	Alamo Navajo Sch Board	340	RURAL	$86,880
3 STATES	**5 AWARDS**	**1,103**	**R-2, U-3**	**$719,420**

Source: Office of Indian Education Program Files

INDIAN EDUCATION ACT - SUBPART 1 PROJECTS, FY 1993
INDIAN CONTROLLED SCHOOLS (ICS) - CFDA #84.072A

ICS NEW PROJECTS

Table 7

STATE	ORGANIZATION	SERVED	LOCALE	GRANT AMOUNT
1. Ariz.	Rock Point Comm. Sch.	430	RURAL	$ 141,237
2. Ariz.	Rough Rock Comm. Sch.	200	RURAL	$ 208,621
3. Minn.	Heart of the Earth/Surv.	100	URBAN	$ 186,840
4. Minn.	Heart of the Earth/Surv.	100	URBAN	$ 165,781
5. Miss.	Miss. Band of Choctaws	1,080	RURAL	$ 116,795
6. Mont.	Conf. Salish/Kootenai	90	RURAL	$ 198,145
7. Mont.	Rocky Boy H.S.	108	RURAL	$ 168,555
8. Nev.	Duckwater Shoshone Tribe	35	RURAL	$ 87,617
9. N.M.	Mescalero Tribe	233	RURAL	$ 104,089
10. N.M.	Ramah Navajo Sch. Brd.	80	RURAL	$ 135,078
11. S.D.	Pierre Indian Lrng Ctr.	165	RURAL	$ 151,381
12. Wash.	Quileute	185	RURAL	$ 273,937
13. Wis.	Lac Courte Oreilles Tribe	236	RURAL	$ 163,847
14. Wis	Lac Courte Oreilles Tribe	65	RURAL	$ 146,348
9 States	**14 AWARDS**	**3,107**	**R-12, U-2**	**$ 2,248,271**

Source: Office of Indian Education Program Files

INDIAN CONTROLLED SCHOOLS
NEW AND CONTINUATION SUMMARY, FY 93

Table 8

STATES	NUMBER OF AWARDS	SERVED	GRANT AMOUNT
3	5 Continuation Awards	1,103	$ 719,420
9	9 New Awards	1,425	$ 2,248,271
12 States	**14 Applications Funded**	**2,528**	**$ 2,967,691**

Source: Office of Indian Education Program Files

Subpart 2 - EDUCATIONAL SERVICES FOR INDIAN CHILDREN, CFDA #84.061A

Purpose of Program: The Educational Service program is a competitive discretionary grant program that funds State Educational Agencies (SEAs), LEAs, and Indian tribes, organizations and institutions to develop and to establish educational services that improve educational opportunities for Indian children and for enrichment projects. Grants are also awarded for programs that encourage Indian students to acquire a higher education and to reduce incidence of dropouts among Indian elementary and secondary school students. Such awards are made to consortia of LEAs, Indian tribes or organizations, and institutions of higher educations (IHEs). Funding for an average of 25 projects is awarded each year serving approximately 4,400 students at a total of approximately $4.0 million. Awards may range from $46,000 to $451,000. Projects are funded for one to three years. The following table lists those projects funded during FY 1993.

INDIAN EDUCATION ACT - SUBPART 2 PROJECTS, FY 1993
EDUCATIONAL SERVICES FOR INDIAN CHILDREN - CFDA #84.061A

CONTINUATION PROJECTS

Table 9

STATE	ORGANIZATION	# SERVED	LOCALE	GRANT AMOUNT
1. Ariz.	Phoenix Indian Ctr, Inc	175	URBAN	$ 199,975
2. Ariz.	Rock Point Community School	208	RURAL	$ 217,136
3. Md.	Baltimore Indian Center	60	URBAN	$ 142,964
4. Minn.	Migizi Communications	200	URBAN	$ 218,482
5. Minn.	Fond Du Lac Res/Cloquet	140	RURAL	$ 122,746
6. N.M.	Zuni Parents/Ed & Comm	48	RURAL	$ 182,251
7. Tenn.	Nat. Amer Indian Assoc.	38	RURAL	$ 151,617
8. Utah	Davis Co. Indian Parent	110	URBAN	$ 162,483
9. Wash.	Tullalip Tribes/Marysville	543	RURAL	$ 61,989
10. Wis.	Red Cliff Band/Lake Superior	500	RURAL	$ 263,354
11. Wyo.	Northern Plains Education Foundation	710	RURAL	$ 190,684
9 States	**11 AWARDS**	**2,732**	**R-7, U-4**	**$1,913,681**

Source: Office of Indian Education Program Files

INDIAN EDUCATION ACT - SUBPART 2 PROJECTS, FY 1993
EDUCATIONAL SERVICES FOR INDIAN CHILDREN - CFDA #84.061A

NEW PROJECTS

Table 10

STATE	ORGANIZATION	# SERVED	LOCALE	GRANT AMOUNT
1. Alaska	Bristol Bay Native Assoc	150	URBAN	$ 420,601
2. Ariz.	Hotevilla Bacavi Comm	130	RURAL	$ 125,921
3. Minn.	Heart of the Earth	150	URBAN	$ 420,601
4. Minn.	Migizi Communications	80	URBAN	$ 182,100
5. Miss.	MS Band of Choctaws	259	RURAL	$ 253,909
6. N.D.	Ojibwa Indian School	357	RURAL	$ 127,150
7. Okla.	Wyandotte Tribe	30	RURAL	$ 119,398
8. Wash.	Nisqually Indian Tribe	108	RURAL	$ 199,836
9. Wyo.	Northern Plains Ed Found.	118	RURAL	$ 167,413
8 States	**9 AWARDS**	**1,382**	**R-6, U-3**	**$2,016,929**

Source: Office of Indian Education Program Files

INDIAN EDUCATION ACT - SUBPART 2 PROJECTS, FY 1993
EDUCATIONAL SERVICES FOR INDIAN CHILDREN - CFDA #84.061A

NEW AND CONTINUATION SUMMARY, FY 93

Table 11

STATES	NUMBER OF AWARDS	# SERVED	GRANT AMOUNT
9	11 Continuation Awards	2,732	$ 1,913,681
8	9 New Awards	1,425	$ 1,822,187
17 States	**20 Applications Funded**	**4,157**	**$ 3,735,868**

Source: Office of Indian Education Program Files

Subpart 2 - EDUCATIONAL PERSONNEL DEVELOPMENT (EPD) PROGRAMS
CFDA #84.061F Sect. 5321(d)

Purpose of Program: The Educational Personnel Development component consists of two competitive discretionary grants. Section 5321(d) of the EPD program provides funding to prepare persons to serve Indian students as teachers, administrators, teacher aides, social workers, and ancillary educational personnel, and to improve the qualifications of persons serving Indian students in these capacities. Typically under this section of the EPD authority, fellowship programs may be offered which lead to advanced degrees, for institutes and, as part of a continuing program, for seminars, symposia, workshops, and conferences. Such awards are made to Institutes of Higher Education (IHEs) and to State and local education agencies in combination with IHEs. An average of seven projects are awarded each year at a total of approximately $1 million. Awards may range from $60,000 to $226,000. The following tables are those EPD entities funded under section 5321(d). Project period is up to three years. All programs operating in FY 1993 were in the last year of a three-year funding cycle.

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INDIAN EDUCATION ACT - SUBPART 2 PROJECTS, FY 1993
EDUCATIONAL PERSONNEL DEVELOPMENT - CFDA #84.061F

Sect. 5321(d) - Grants Primarily to Institutions of Higher Education
CONTINUATION PROJECTS
Table 12

STATE	ORG.	# SERVED	YRS FUNDED	GRANT AMOUNT
1. Okla.	University of Oklahoma	20	90-93	$182,614
2. Mont.	Fort Peck Community College	45	90-93	$234,419
3. Mont.	University of Montana	20	90-93	$342,051
4. Neb.	Nebraska Ind Comm College	10	90-93	$207,278
5. S.D.	Oglala Lakota College	70	90-93	$332,027
4 States	**5 AWARDS**	**165**	**90-93**	**$1,298,389**

Source: Office of Indian Education Program Files

Subpart 2 - EDUCATIONAL PERSONNEL DEVELOPMENT (EPD) PROGRAMS
CFDA #84.061F, Sect. 5322

Purpose of Program: Section 5322 of the Educational Personnel Development Programs provides funding to prepare individuals specifically to teach or administer special programs designed to meet the special educational needs of Indian people, and to provide in-service training for persons teaching in such programs. Grants are also awarded to IHEs, Indian organizations and Indian tribes with priority given to Indian institutions and organizations. An average of seven projects are awarded each year at a total of approximately $1 million. Awards may range from $50,000 to $230,000. Project period is up to three years.

Sect. 5322 - Grant Primarily to Indian Tribes/Indian Organizations
CONTINUATION PROJECTS
Table 13

STATE	ORG.	# SERVED	YRS FUNDED	GRANT AMOUNT
1. Ariz.	Navajo Nation	100	90-93	$149,099
2. Miss.	MS Band of Choctaws	25	90-93	$218,779
3. N.M.	Ramah Navajo School Board	17	90-93	$ 48,862
4. Okla.	Amer Ind Rsrch/Developm	30	90-93	$242,115
5. Okla.	Cross Cultural Ed. Cnt., INC.	10	90-93	$155,568
6. Wis.	Menominee Indian Tribe	24	90-93	$ 240,397
5 States	**6 AWARDS**	**206**		**$1,054,820**

Source: Office of Indian Education Program Files

TOTAL FY 93 EPD APPROPRIATION: $2,353,209, TOTAL SERVED: 371

Subpart 2 - **PLANNING, CFDA #84.061C** ***(one year only)***
PILOT, CFDA #84.061D ***(one to three years)***
DEMONSTRATION, CFDA #84.061E ***(one to three years)***

Purpose of Programs: Planning, Pilot and Demonstration (PPD) programs are competitive discretionary grant programs that fund projects that plan or test, and demonstrate the effectiveness of educational approaches for improving educational opportunities for Indian students at the elementary and secondary level. Awards are made to State education agencies (SEAs), LEAs, Indian tribes, organizations and institutions, and Federally supported elementary and secondary schools for Indian children. OIE funds an average of 16 projects a year totalling about $1.9 million.

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Awards may range from $70,000 to $185,000. The following tables show the new and continuation projects awarded under Pilot projects. In FY 93 no new applications were funded under the Demonstration and Planning categories and in FY 1992, no new Demonstration grants were awarded due to insufficient funds.

INDIAN EDUCATION ACT - SUBPART 2 PROJECTS, FY 1993
PILOT PROJECTS (CFDA #84.061D)

CONTINUATIONS

Table 14

STATE	ORG.	# SERVED	LOCALE	GRANT AMOUNT
1. AZ	Pascua Yaqui Tribe	650	URBAN	$ 161,503
2. CA	Torres-Martinez Desert C.	60	RURAL	$ 116,434
3. DC	ORBIS	507	RURAL	$ 188,000
4. MN	Upper Midwest Am Ind Ctr	75	URBAN	$ 172,308
5. NM	Natl Indian Youth Ldrshp	240	URBAN	$ 128,711
6. OK	Amer Ind Rsrch/Devel	120	URBAN	$ 146,037
7. OK	Cherokee Nation/OK	650	RURAL	$ 104,034
8. WA	S. Puget Intl Planning	60	URBAN	$ 173,950
7 States	**8 AWARDS**	**2,362**	**R-3, U-5**	**$1,190,977**

Source: Office of Indian Education Program Files

INDIAN EDUCATION ACT - SUBPART 2 PROJECTS, FY 1993
PILOT PROJECTS (CFDA #84.061D)

NEW

Table 15

STATE	ORGANIZATION	# SERVED	LOCALE	GRANT AMOUNT
1. Ariz.	Pascua Yaqui Tribe	60	RURAL	$ 145,630
2. Calif.	PISCES	90	RURAL	$ 110,724
3. S.D.	Oglala Lakota College	265	RURAL	$ 116,729
4. Wash.	Seattle Indian Center	120	URBAN	$ 132,373
4 States	**4 AWARDS**	**535**	**R-3, U-1**	**$ 505,456**

Source: Office of Indian Education Program Files

Subpart 2 - INDIAN FELLOWSHIP PROGRAM, CFDA #84.087A

Purpose of Program: The Indian Fellowship Program provides fellowships to Indian U.S. citizens who are full-time undergraduate or graduate students at an accredited Institution of Higher Education (IHE). Eligible fields of study are: 1) graduate programs leading to a degree in medicine, psychology, clinical psychology, law, education, or a related field and 2) undergraduate or graduate programs leading to a degree in engineering, business administration, natural resources or a related field. OIE awards an average of 125 fellowships per year at an appropriation level of approximately $1.6 million. Individual awards may range from approximately $1,200 to $32,000. The following is a list of new and continuing fellowship recipients during fiscal year 1993.

INDIAN EDUCATION ACT-SUBPART 2 FELLOWSHIPS, FY 1993
INDIAN FELLOWSHIP PROGRAM (CFDA #84.087A)
1993 FELLOWSHIP RECIPIENTS
BUSINESS

Table 16

STUDENT	TRIBE	INSTITUTION	STATE	STATUS	AMT
1. Adair, Anesa	Cherokee-Okla.	University of Arizona	Ariz.	New	$ 8,114
2. Cailloux, Laura	Cahuilla	Portland State University	Ore.	New	$10,021
3. Cornett,Barbara	Lower Creek Ala.	University of Alabama at Tuscaloosa	Ala.	New	$ 7,931
4. Crane, Marcus	Lummi	Maharishi International University	Iowa	Cont	$14,542
5. Dixon, Alicia	Lumbee	University of Miami	Fla.	Cont	$23,220
6. Dukes, Holly	Echota Cherokee	University of Alabama at Tuscaloosa	Ala.	New	$ 9,588
7. D'Artagnan, Julie	Saginaw Chippewa	Western Michigan University	Mich.	Cont	$ 6,085
8. Earle, Erin	Cherokee Okla.	Oklahoma State University	Okla.	New	$ 9,270
9. German, Tara	Navajo	Arizona State University	Ariz.	New	$ 7,424
10. Henry, Catherine	Lower Creek Muscogee	University of Florida	Fla.	New	$10,750
11. Keen, Taylor	Cherokee	Harvard University	Mass.	New	$29,914
12. LaClair, Rachael	Pottawatomi KS.	Ft. Lewis College	Colo.	Cont.	$ 6,319

1993 Fellowships Recipients: Business, Continued.

STUDENT	TRIBE	INSTITUTION	STATE	STATUS	AMT
13. LaRocque, Brent	Turtle Mountain Chippewa	University of North Dakota	N.D.	Cont	$12,696
14. Lay Brent	Cherokee	Oklahoma State University	Okla.	New	$8,160
15. Leslie, Wendyl	Choctaw	Houston Baptist University	Texas	Cont	$13,227
16. Littleton, Melissa	Osage	University of Tulsa	Okla	Cont	$17,720
17. Martin, Robert	Assiniboine/ Sioux	Pepperdine University	CA	New	$34,420
18. Oberly, Yvonne	Nez Perce	University of Nevada	Nev.	New	$13,000
19. Parker, Cody	Shoshone Bannock	Case Western Rerv.	Ohio	New	$35,031
20. Pemberton, Lori	Chippewa, MN	University of Mary	Minn.	New	$12,620
21. Quick, Jason	Cherokee, Ok	MIT	Mass.	Cont	$22,905
22. Scott, Darrick	Lumbee	Purdue	Ind.	New	$8,480
23. Sine, Daniel	Winnebago WI	University of Wisconsin	Wis.	New	$12,775
24. Sing, Dawn	Sisseton, Wahpeton	University of South Dakota	S.D.	Cont	$6,713
Total Awards: 24				**N-15, C-9**	**$341,925**
Range of Awards: $6,085 to $35,031					
Average Award Amount: $14,247					

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CLINICAL PSYCHOLOGY

Table 17

STUDENT	TRIBE	INSTITUTION	STATE	STATUS	AMT
1. Ballew, Reva	Eastern Cherokee	University of Tennessee	Tenn.	Cont	$ 7,304
2. Christiansen, Pat	Creek	University of Arkansas	Ark.	Cont	10,070
3. McLogan, Patrick	Shoshone Paiute	California School Psych	Calif.	Cont	22,810
4. Pearce, Rebecca	Nansemond VA	Biola University	Calif.	Cont	20,920
5. Willoughby, Kamil	Chitina AK	University of New Mexico	N.M.	New	14,378
Total Awards: 5				**N-1, C-4**	**$75,482**
Range of Awards: $7,304 to $22,810					
Average Award Amount: $15,057					

EDUCATION

Table 18

STUDENT	TRIBE	INSTITUTION	STATE	STATUS	AMT
1. Baldridge,Kristen	OK Cherokee	University of Massachusettes	Mass.	Cont	$ 14,130
2. Begay, Manley	Navajo	Harvard University	Mass.	New	$ 14,072
3. Besaw, John	Brothertown WI	University of Washington	Wash.	New	$ 13,503
4. Butler, David	Navajo	Harvard University	Mass.	New	$ 9,430
5. Dial, Heather	Lumbee	Pembroke State University	N.C.	New	$ 7,623

STUDENT	TRIBE	INSTITUTION	STATE	STATUS	AMT
6. Enos, Anaya	Santa Clara Pueblo	University of Illinois	Ill.	New	$18,970
7. Fairbanks, Priscilla	Chippewa, Minn.	University of Oklahoma	Okla.	New	$12,954
8. Garcia, William	Hopi/Acoma Ariz.	University of Arizona	Ariz.	New	$10,201
9. Garrett, Michael	Eastern Cherokee, NC	University of North Carolina	N.C.	New	$10,021
10. Hembree, Lynna	Okla. Cherokee	University of Arkansas	Ark.	Cont	$12,928
11. Henry, Amy	3 Affliated N.D.	University of North Dakota	N.D.	New	$12,470
12. Lee, Tiffany	Navajo, Ariz	Stanford	Calif.	Cont.	$25,662
13. Longley, Mary	Inupiat Eskimo	Portland State University	Ore.	New	$14,139
14. Morrigeau, Carl	Salish Kootenai	University of Montana	Mont.	New	$11,750
15. Patterson, Cross	Tuscarora	Harvard	Mass.	Cont	$13,253
16. Ramirez, Renya	Winnebago	Stanford	Calif.	Cont.	$10,940
17. Reimer, Catherine	Eskimo, Alaska	Geo. Washington University	WDC	Cont.	$17,850
18. Springer, Carol	Omaha, NE	University of Nebraska	Neb.	New	$12,474
19. Tyler, Mitchell	Lumbee, N.C.	University of North Carolina	N.C.	New	$10,835
20. Young Bear, Dori	Fort Peck, Sioux	Montana State University	Mont.	New	$17,040
Total Awards: 20				**N-14, C-6**	**$260,245**
Range of Awards $7,040 to $25,662					
Average Award Amount: $14,247					

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ENGINEERING

Table 19

STUDENT	TRIBE	INSTITUTION	STATE	STATUS	AMT
1.Bass, Chris	Muscogee Creek	University of Oklahoma	Okla.	Cont	$ 7,527
2.Berry, Douglas	Cherokee, Okla.	University of Arkansas	Ark.	Cont	$ 7,358
3.Brewington, James	Lumbee	MIT	Okla.	Cont	$25,405
4. Brown, Richard	Viejas Mission	H. Mudd College	Calif.	New	$11,533
5. Butler, Chad	Choctaw	University of Oklahoma	Okla.	New	$ 6,585
6. Cayous, Edward	Cahuilla CA	Oregon St. Univ	Ore.	New	$ 7,620
7. Dawson, Tonya	Cherokee, Okla.	Oklahoma State University	Okla.	New	$ 7,518
8. Emarthla, Micco	Creek/Seneca Cayuga	Oklahoma State University	Okla.	New	$ 9,230
9.Hammons, LaTonya	Lumbee, N.C.	N.C. State University	N.C.	New	$ 6,642
10. Hulett, Michelle	Onondaga N.Y.	Clarkson University	N.Y.	New	$10,430
11. James, Thomas	Osage OK	Ill. Institute of Technology	Ill.	Cont	$20,073
12. Mayfield, Steve	Chickasaw, Okla.	University of Texas	Texas	Cont	$ 9,486
13. McKie, Tim	Tuscarora N.Y.	University of Buffalo	N.Y.	New	$11,352
14. McNally, Dan	Chippewa	Mich. Tech University	Mich.	New	$11,000
15.Poitra, April	Chippewa, N.D.	N.D. State University	N.D.	New	$ 7,400

1993 Fellowships Recipients: Engineering, continued.

STUDENT	TRIBE	INSTITUTION	STATE	STATUS	AMT
16. Rodgers, Matt	Oneida, N.Y.	Clarkson University	N.Y.	Cont	$22,380
17. Sequist, Thomas	Taos Pueblo NM	Cornell University	N.Y.	Cont	$25,382
18. Unger, Ron	Aleut AK	Georgia Institute of Technology	Ga.	Cont	$11,798
19. Young, Leilus	Echota Cherokee	So. Methodist University	Texas	Cont	$16,196
Total Awards: 19				**N-10, C-9**	**$234,915**
Range of Awards: $7,040 to $25,662					
New $89,302 Cont. $145,605					
Average Award Amount: $14,247					

LAW

Table 20

STUDENT	TRIBE	INSTITUTION	STATE	STATUS	AMT
1. Adams, Lonna	Sisseton Wahpeton Sioux	University of Tulsa	Okla.	New	$ 20,460
2. Baggett, Pat	Chickasaw OK	University of Arkansas	Ark.	Cont	$ 9,952
3. Brooks, Brian	Lumbee	University of North Carolina	N.C.	Cont	$ 1,972
4. Brown, Jon	Chickasaw/ Cherok	University of Michigan	Mich.	Cont	$ 26,580
5. Doucet, Randy	Coushatta, La.	U Puget Sound	Wash.	Cont	$ 20,937

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1993 Fellowship Recipients: Law, continued

STUDENT	TRIBE	INSTITUTION	STATE	STATUS	AMT
6. Fogelman, Angelia	Cherokee, Okla.	University of Virginia	Va.	Cont	$20,222
7. Garrow, Carrie	St Regis Mohawk	Stanford University	Calif.	Cont	$28,350
8. Grant, Frank	Yurok, Calif.	Stanford Law School	Calif.	New	$28,439
9. Hammonds, Chad	Lumbee N.C.	Wakeforest University	N.C.	Cont	$20,350
10. Hampson, Colin	Winnebago Wis.	Stanford University	Calif	Cont	$28,850
11. Hogner, Lindon	Cherokee	Yale Law School	Conn.	Cont	$26,230
12. Holliday, Brenda	Cherokee, Okla.	California Western Law School	Calif.	New	$22,380
13. Labin, Tracy	Seneca, N.Y.	Stanford Law School	Calif.	New	$27,750
14. Maxwell, Jason	Choctaw, Okla.	Arizona State University	Ariz.	New	$14,439
15. O'Gorman, Ann	Winnebago, Neb.	Arizona State University	Ariz.	Cont	$14,436
16. Pierre, Debra	Salish Kootenai	University of Montana	Mont.	Cont	$13,200
17. Pullin, Maureen	Chippewa/ Cree	Gonzaga University	Wash.	Cont	$22,730
18. Repp, Julianna	Nez Perce, Idaho	Gonzaga University	Wash.	New	$20,450
19.Risenhoover,Angela	Cherokee, Okla.	University of Tulsa	Okla.	Cont	$21,455

1993 Fellowship Recipients: Law, continued

STUDENT	TRIBE	INSTITUTION	STATE	STATUS	AMT
20. Seneca, Mark	Seneca, N.Y.	Stanford Law School	Calif.	Cont	$28,850
21. Soap, Laura	Kickapoo, Kan.	University of Wisconsin	Wis.	Cont	$13,305
Total Awards: 21				**N-6 C-15**	**$431,337**
Range of awards: $1,972 to $28,850					
New $133,918 Cont. $297,419					
Average Award Amount: $20,540					

MEDICINE

Table 21

STUDENT	TRIBE	INSTITUTION	STATE	STATUS	AMT
1. Baker, Michael	Lumbee N.C.	E Carolina S Meden	N.C.	New	$ 7,527
2.Church, Christopher	Stockbridge Munsee	Loma Linda University	Calif.	New	$ 7,358
3.Collins, Kenneth	Echota Cherokee	University of Alabama	Ala.	Cont	$ 25,405
4.Gaglione, Mary	Blackfeet Mont.	University of Washington	Wash.	New	$ 11,533
5.Giroux, Jennifer	Rosebud Sioux	University of South Dakota	S.D.	New	$ 6,585
6.Hammonds, Tina	Lumbee, N.C.	Boston University	Mass.	New	$ 7,620
7.Larson, Byron	N. Cheyenne Mont.	University of Washington	Wash.	New	$ 7,518

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1993 Fellowship Recipients: Medicine, continued

STUDENT	TRIBE	INSTITUTION	STATE	STATUS	AMT
8.McGuiness,Melissa	Echota Cherokee	University of Alabama	Ala.	New	$ 9,230
9.Plumage, Darrell	Assiniboine Ft. Berthold	University of South Dakota	S.D.	New	$ 6,642
10.Reeves, Kevin	Lovelock Paiute	Duke University	N.C.	New	$ 10,430
11. Reidhead, Charles	3 Afilliated Tribes N.D.	University of Colorado	Colo.	Cont	$ 20,073
12. Schulteis, Dennie	Chinook Puyallup	University of California,Davis	Calif.	Cont	$ 9,486
13. Vainio, Arne	Chippewa White Earth	Univ Minnesota Duluth	Minn.	New	$11,352
14. Walker, Larry	Echota Cherokee	University of Wis. Madison	Wis.	New	$11,000
15. Warne, Donald	Oglala Sioux	Stanford University	Calif	New	$ 7,400
16. Williams, Lisa	Lumbee NC	University of N.C. Chapel Hill	N.C.	Cont	$22,380
Total Awards: 16				**N-12, C-4**	**$181,539**
Range of Awards: $7,040 to $25,662					
Average Award Amount: $14,247					

NATURAL RESOURCES

Table 22

STUDENT	TRIBE	INSTITUTION	STATE	STATUS	AMT
1. Corn, Ronald	Menominee WI	University of Wisconsin	Wis.	Cont	$ 9,491
2. Fish, George	Quapaw OK	Humbolt College	Calif.	New	$ 8,012
3. Graves, John	Cherokee, Okla.	Evergreen State College	Wash.	Cont	$13,920
4. James, Brenda	Choctaw, Miss.	Central Washington University	Wash.	New	$10,446
5.Johnson, Erin	Echota Cherokee	Auburn University	Ala.	New	$ 6,448
6.Lowry, Garnett	Lumbee, N.C.	Emory University	Ga.	Cont	$22,262
7.Mitchell, Denise	Coquille, Ore.	University of Ore., Eugene	Ore.	New	$ 8,975
8.Morgan, Robert	Apache, Okla.	University of Montana	Mont.	New	$ 9,066
9.Ortega-Edwards,M	Echota Cherokee	Spring Hill College	Ala.	Cont	$ 3,513
10.Pagano, Theodore	Aleut , Alaska	University of Notre Dame	Ind.	New	$16,260
11.Robinson, Walisi	Cherokee, Okla.	University of Arkansas	Ark.	Cont	$ 3,378
12.Smith, Daphne	Echota, Cherokee	University of Alabama	Ala.	Cont	$ 4,050

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1993 Fellowship Recipients: Natural Resources, continued.

STUDENT	TRIBE	INSTITUTION	STATE	STATUS	AMT
13.Villages, Selso	Tohono O'odham	University of Arizona	Ariz.	New	$ 8,961
14.Vasson, George	Coquille, Ore.	University of Oregon	Ore.	New	$ 8,105
Total Awards: 14				**N-8, C-6**	**$132,887**
Range of Awards: $3,378 to $21,760					
New $76,273, Cont. $56,614					
Average Award Amount: $12,569					

PSYCHOLOGY

Table 23

STUDENT	TRIBE	INSTITUTION	STATE	STATUS	AMT.
1. Dyer, Linda	Choctaw, Okla	University of Wis., Madison	Wis.	New	$ 8,770
2.O'Carroll, Debora	Aleut, Alaska	Antioch University	Wash.	Cont	$18,000
3. Shelton, Candace	Osage, Okla.	Univ Arizona	Ariz.	Cont	$14,875
Total Awards: 3				**N-1, C-2**	**$41,645**
Range of Awards: $8,770 to $18,000					
New $8,770, Cont $32,875					
Average Award Amount: $13,385					

FELLOWSHIP FACTS

Table 23 a.

Total dollars for FY 1993 (FELLOWSHIPS)	**$1, 631,408**
Average Fellowship Amount:	$14,310.60
Maximum Award Amount:	$39,630
Minimum Award Amount:	$661
Total Number of Awards:	122
Number of New Awards:	67
Number of Continuation Awards:	55
Tribes Represented:	107
TOP TRIBES REPRESENTED/# FUNDED	
1. Cherokee	15
2. Lumbee	12
3. Echota Cherokee	8
4. Chippewa	7
5. Aleut	3
6. Creek	3
7. Osage	3
8. Winnebago	3
9. Eastern Cherokee	2
10. Navajo	2
11. Coquille	2
12. Seneca	2
13. Sisseton/Wahpeton Sioux	2
14. Tuscarora	2
15. Salish/Kootenai	2

Fellowship Facts continued

FIELDS OF STUDY PURSUED AND NUMBER OF STUDENTS FY '93 SUMMARY		
Business Administration:	N-15/C-9	24
Clinical Psychology:	N-1/C-4	5
Education	N-14/C-6	20
Engineering:	N-10/C-9	19
Law:	N-6/C-15	21
Medicine:	N-12/C-4	16
Natural Resources:	N-8/C-6	14
Psychology:	N-1/C-2	3
Totals:	N-67/C-55	122

Subpart 2 - INDIAN TECHNICAL ASSISTANCE CENTERS (ITACS)

Purpose of Program:

The Secretary of Education is authorized under Section 5321(e) of the Indian Education Act of 1988 (P.L. 100-297 as amended by P.L. 100-427 (102 stat.1603), to establish regional Indian Technical Assistance Centers. The Centers are authorized to perform the following functions:

- Provide information to local educational agencies (LEA's), including BIA schools, Indian tribes, Indian organizations and parent committees, with regard to strategies and techniques in evaluation that determine program effectiveness and objective assessment of student educational needs;

- Provide technical assistance, upon request, to local educational agencies including BIA schools, Indian tribes, Indian organizations, Indian institutions, and parent committees in program planning, development, management, implementation, and evaluation through materials and personnel resources; and

- Coordinate, develop and disseminate information, upon request, to the parties described in paragraph 2, concerning all Federal education programs affecting the education of Indian children and adults, including information on successful practices, models and projects designed to meet the special educational needs of Indian children, and information on Indian adult education.

The Office of Indian Education contracts out certain services to Indian Education Technical Assistance Centers. During the last reauthorization of the Indian Education Act the numbers of conracts increased from five to six. The duties they perform are meant to augment the effectiveness of primarily grantees under subpart 1 of the Act. The list of FY 1993 contractors includes:

FY 93 INDIAN TECHNICAL ASSISTANCE CENTERS

Table 24

ITAC REGION	CONTRACTOR	# GRANTEES	# STUDENTS	FY 1993 FUNDING
Center I	ORBIS Assoc. Washington, DC	168	57,295	$ 447,000
Center II	United Tribes Tech.College, Bismarck, ND	230	51,223	$ 486,000
Center III	Gonzaga Univ. Spokane, WA	186	49,900	$ 408,000
Center IV	NITRC, Tempe, AZ	306	129,530	$ 345,000
Center V	Amer. Ind. Rsrch &Dev., Norman, OK	328	81,000	$ 333,000
Center VI	Cook Inlet Tribal Cncl Anchorage, AK	47	25,800	$ 330,000
Totals	**6 AWARDS**	**1,265**	**394,748**	**$2,349,000**

Subpart 2- STATISTICS AND ASSESSMENT

Purpose of Assessment: In 1993, the Department of Education received $1.2 million from the Office of Indian Education for the first phase of a program of data collection and analysis. Additional funding of $200,000 was appropriated for 1994. With these funds the National Center for Education Statistics (NCES) in the Department's Office of Educational Research and Improvement, embarked on two major activities to collect and report data on American Indian/Alaska Native students. One of these activities is a special analysis of the 1990 Decennial Census data; the second is an augmentation of the Schools and Staffing Survey (SASS).

For the first phase of the Census data analysis, NCES is using 1993 funds to prepare a report of State- and national-level information on the condition of Indian education. The 1994 funds will be used to prepare tabulation specifications, program tables, and a descriptive report at the school district level.

For the second activity, NCES is augmenting the Schools and Staffing Survey (SASS) by oversampling BIA-supported and LEA-operated schools that have high concentrations of American Indian/Alaska Native students. The survey consists of four components: the Teacher Demand and Shortage Questionnaire; the School Administrator Questionnaire; and the Teacher Questionnaire. With the funds requested under the Indian Education Act, the 1993-94 SASS will augment the current survey to include a representative sample of American Indian/Alaska Native students and will add a new component called the Student Records Questionnaire.

NCES is currently in the process of contacting schools to begin selecting the student sample. Student questionnaires will be mailed out in March, 1994. A final report synthesizing this data will be available by Spring, 1995.

Subpart 3-EDUCATIONAL SERVICES FOR INDIAN ADULTS, CFDA #84.062A

Purpose of Program: The Educational Services for Indian Adults Program is a competitive discretionary grant program for Indian tribes, organizations and institutions to support programs that improve educational opportunities for adult Indians. OIE funded an average of 27 adult education grants for the fiscal year 1993 at an appropriation level of $4.7 million. Awards ranged from $65,000 to $309,000. Other than Subpart 1 services for Local Education Agencies (LEAs), the adult services program receives the largest portion of appropriated funds. Project period is from one to three years.

INDIAN EDUCATION ACT-SUBPART 3 PROJECTS, FY 1993
EDUCATIONAL SERVICE FOR INDIAN ADULTS (CFDA #84.062A)

CONTINUATION PROJECTS

Table 25

STATE	ORGANIZATION	# SERVED	LOCALE	GRANT AMOUNT
1. AZ	Cocopah Indian Tribe	60	RURAL	$ 166,434
2. AZ	Nat. Amer for Comm Act.	115	URBAN	$ 191,858
3. AZ	Salt River Pima - Maricopa	300	RURAL	$ 113,488
4. CO	Denver Indian Center	165	URBAN	$ 238,779
5. FL	Miccosukee Indian Tribe	60	URBAN	$ 296,925
6. MS	MS Band of Choctaws	250	URBAN	$ 288,316
7. MT	Salish-Kootenai College	125	RURAL	$ 197,371
8. NC	Lumbee Regional Devel.	165	RURAL	$ 199,199
9. ND	Standing Rock Comm Coll	200	RURAL	$ 126,116
10. ND	Turtle Mt. Comm. College	195	RURAL	$ 135,827

Table 25, continued.

STATE	ORGANIZATION	# SERVED	LOCALE	GRANT AMOUNT
11. NM	Alamo Navajo School Brd	75	RURAL	$ 117,306
12. NV	Las Vegas Indian Center	140	URBAN	$ 112,664
13.WA	Nisqually Indian Tribe	216	URBAN	$ 183,306
14.WA	Seattle Indian Center	125	URBAN	$ 130,008
15.WA	S. Puget Intertribal Plan.	325	RURAL	$ 186,958
10 States	**15 AWARDS**	**2,516**	**R-9, C-6**	**$2,684,555**

INDIAN EDUCATION ACT-SUBPART 3 PROJECTS,FY 1993
EDUCATION SERVICE FOR INDIAN ADULTS (CFDA #84.062A)
NEW PROJECTS

Table 26

STATE	ORGANIZATION	# SERVED	LOCALE	GRANT AMOUNT
1. Mich.	Grnd Traverse B. Ottawa	100	RURAL	$ 190,245
2. Mich.	Saginaw Chp Trb Brd/Educ	80	RURAL	$ 78,657
3. Mich.	Sault Ste MarieTrb/Chip.	60	RURAL	$ 65,885
4. Mich.	Ft. Belknap Comm Cncl	401	RURAL	$ 149,757
5. Mich.	Little Big Horn College	535	RURAL	$ 167,354
6. N.D.	Little Hoop Comm College	300	RURAL	$ 188,922

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Table 26, continued.

STATE	ORGANIZATION	# SEPVED	LOCALE	GRANT AMOUNT
7. Neb.	Lincoln Indian Center	150	RURAL	$ 218,543
8. Okla.	Cherokee Nation - OK	300	RURAL	$ 227,466
9. Okla.	IKWAI Force	325	RURAL	$ 218,299
10. Okla.	Kickapoo Vo-Tech Inc.	72	RURAL	$ 309,948
11. Wash.	Nooksack Indian Tribe	100	RURAL	$ 123,639
12. Wis.	Lac Courte Oreilles Ojibwa	140	RURAL	$ 137,117
7 States	**12 AWARDS**	**2,563**	**R-12, U-0**	**$ 2,075,832**

Source: Office of Indian Education Program Files

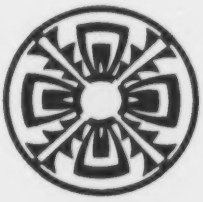
EDUCATIONAL SERVICE FOR INDIAN ADULTS (CFDA #84.062A)
New and Continuation Summary, FY '93

Table 27

# of STATES	CATEGORY	# SERVED	GRANT AMOUNT
10 States	15 Continuations	2, 516	$2, 690,544
7 States	12 New Projects	2,563	$2,075,832
17 States	**27 Awards**	**5,079**	**$4,766,376**

PART 5

BUREAU OF INDIAN AFFAIRS EDUCATION PROGRAMS



BUREAU OF INDIAN AFFAIRS

The Department of Interior's Bureau of Indian Affairs has several education programs that directly serve those schools under its jurisdiction. These include elementary and secondary day schools, dormitory schools, early childhood and preschool programs in Bureau operated and tribally operated schools, and financial and technical support for higher, continuing, and postsecondary education. The Bureau's Office of Indian Education Programs, through its line offices located at the area and agency level, also has a responsibility for assisting the schools, schools boards, tribes and other field personnel in effective program operation and management.

BIA MISSION STATEMENT

The mission of the Bureau of Indian Affairs, Office of Indian Education Programs, which is found in 25 CFR 32, is to provide quality educational opportunities for American Indians and Alaska Natives from early childhood through life. These educational opportunities are provided in accordance with the Tribe's needs for cultural and economic well-being in keeping with the wide diversity of Indian Tribes and Alaska Native villages as distinct cultural and government entities. The Bureau shall manifest consideration of the whole person, taking into account the spiritual, mental, physical and cultural aspects of the person within family, Tribal, and Alaska Native village contexts.

A. DEPARTMENT OF EDUCATION PROGRAMS FUNDED THROUGH THE BIA

Several programs are funding with Department of Education funds but administered by the BIA to its schools. Some are funded as set-asides from larger program appropriations. The following chart shows Education funding for BIA Education Programs beginning with FY 1991.

Table 28

DEPARTMENT OF EDUCATION FUNDED BIA PROGRAMS, 1991-1994

PROGRAM	FY 1991	FY 1992	FY 1993	FY 1994
1. Bilingual Educ	$1,509,231	$1,435,271	$1,478,287	$1,759,197
2. Chapter 1	27,344,592	31,276,152	34,542,059	34,696,181

3. Drug-Free Schools	5,665,000	5,665,000	5,665,000	5,619,680
4. Educ./Handicapped	19,044,568	22,891,184	24,542,059	24,606,000
5. Homeless	0	50,000	50,000	50,000
6. Infant & Toddler	853,490	1,431,301	2,138,889	2,606,756
7. Math & Science	678,090	1,068,986	1,280,000	1,309,440
8. TITLE V Ind. Educ.	2,628,422	2,611,508	2,629,094	2,580,773
TOTAL	**$57,723,393**	**$66,129,402**	**$72,325,388**	**$73,228,027**

Source: BIA Education Offices

The following are program descriptions of Department of Education funded Programs administered by the Bureau of Indian Affairs.

1. **Title VII - Bilingual Education Program**
   FY 93 Appropriation: $1,478,287

   Bureau-funded schools may apply directly to the Department of Education for funds to support instructional curriculum relating to the study of history and culture associated with native language.

2. **Chapter 1, Education Consolidation & Improvement Act**
   FY 93 Appropriation: $34,542,059

   This program provides supplemental financial assistance for projects at schools for remedial intervention programs designed to raise the academic level of targeted Indian children in basic and more advanced skills in areas of math, reading and language arts.

3. **Drug Free Schools & Communities Act**
   FY 93 Appropriation: $5,665,000

   Provide the schools with curricula, materials, and organized activities for students who exhibit alcohol and substance abuse problems. The funds for this program originate from a Memorandum of Agreement between the Department of Interior and the Department of Education which permits a 1 percent set-aside for Indian youth. Funds from this initiative focus on education, prevention and intervention services for all American Indian/Alaska Native students attending Bureau-funded schools.

4. a. **Individuals With Disabilities Education Act, Public Law 101-476, Part B, Section 611(f)(1)**
FY '93 Appropriation: $22,891,184 (a,b & c combined)

Provide supplemental services to children with disabilities, who are enrolled in Bureau-funded schools and are between the ages of five and 21 years, who, because of their disability, require special education and related services in accordance with an Indian Education Plan.

b. **Individuals With Disabilities Education Act, Public Law 102-119, Part B, Section 611(f)(4)**

Based upon a formula, funds are distributed to tribes with Bureau-funded schools located on their reservations to assist State Education Agencies (SEA) in the provision of special education and related services to children with disabilities between the ages of three and five years. SEAs are required to provide a free appropriate public education to these children in accordance with the Individual Education Plan. The tribes are assigned an assistance role by the statute.

c. **Individuals With Disabilities Education Act, Public Law 102-119, Part B, Section 648**

Funds for the Early Intervention Program are distributed by formula to tribes with Bureau-funded schools located on their reservations. Tribes receive funds to assist their respective SEA in the coordination and provision of early intervention services to families with infants and toddlers having disabilities, in accordance with the Indian Family Service Plan. While this is an entitlement program, participation by the state is voluntary.

5. **Education of Homeless Children and Youth**
FY '93 Appropriation: $50,000

This program provides supplemental assistance to two school sites for students who qualify by providing extra counseling, tutoring, and funds for clothing and transportation.

6. **Infant and Toddler**
FY '93 Appropriation: $1,431,301

P.L. 99-457 authorizes funding to Bureau schools for children ranging from birth to 2 years of age. Funds for the first two years (FY 1992 & FY 1993) will be used for interagency agreements to plan a service delivery system.

7. **Math and Science**
FY '93 Appropriation: $1,068,986

Provides support for summer institutes where teachers are trained in the new techniques of teaching math and science concepts.

8. **Title V Indian Education**
FY '93 Appropriation: $2,611,508

The Indian Education Act, P.L. 100-297, authorized grants to Bureau-funded schools for a variety of activities. Prior to 1988, these grants were only available to contract schools, but with the passage of the most recent Indian Education Act all Bureau schools became eligible to apply for these funds. See Part 4 for a more detailed listing of BIA schools.

In addition to the previously mentioned programs the Bureau of Indian Affairs administers its own education programs. NACIE defines an educational program as any which provides an opportunity for learning or enhances the educational environment. For tribal members this can be in either a formal classroom (usually K-12 and Postsecondary level) or in less-traditional settings such as skill training vocations that prepare individuals for careers in selected occupations. Under the Bureau of Indian Affairs current organizational structure the following areas provide educational services or programs: Tribal Priority Allocations; Other Recurring Programs; Area Office Operations; Special Programs and Pooled Overhead; and Education Construction. Education Construction is included because the funding used in this category goes to refurbish or build educational structures. The following briefly identifies the Bureau's education programs. Refer to Appendix C for detailed budget allocations for these and other education programs.

B. SCHOOL OPERATIONS

Under the current Bureau configuration for programs, School Operations falls under the category of Other Recurring Programs. Programs under this heading obtain their

funding based on formula. Other program items under Recurring Programs, not education-related, are funded based on need. The School Operations program provides basic educational and residential programs to Indian students not served by public or sectarian schools; residential care for some Indian students attending public schools; resources to meet the needs of Indian students in areas such as bilingual education; counseling and guidance; and local control of school operations. The School Operations budget, since fiscal year 1992 has been forward funded. Components of School Operations include: the Indian School Equalization Program Formula, Indian School Program Adjustments, Student Transportation, Solo Parent Program, early Childhood Development, and Administrative Cost Grants. Forward funding has enabled the schools to avoid disruptions of curriculum planning and class room operations as funds become available in July rather than October. The following chart shows School Operations funding for the past three years. Immediately after the chart is a description of each individual component of School Operations.

SCHOOL OPERATIONS FUNDING, FY 93-95

Table 29

SCHOOL OPERATIONS	FY 1993	FY 1994	FY 1995
1. ISEP (Formula Funds)	$233,121,789	$249,506,000	$261,885,000
2. ISEP (Prog. Adj.)	$1,719,216	$1,716,000	$1,230,000
3. Early Childhood Development	$5,523,646	$7,523,000	$6,523,000
4. Student Transportation	$19,844,872	$22,811,000	$24,898,000
5. Institutionalized Disabled	$2,936,823	$3,436,000	$3,439,000
6. Solo Parent Program	$146,742	$73,000	$74,000
7. Substance Abuse Counselors	$2,437,891	$2,435,124	$0
8. Facilities, Operations & Maintenance	$64,427,670	$67,695,000	$68,138,000
9. Admn. Cost Grants	$26,846,142	$32,046,000	$36,771,000
10. Area/Agency Travel	$7,260,754	$7,151,000	$7,222,000
TOTAL	**$364,265,823**	**$394,393,000**	**$410,180,000**

Source: BIA Justification Reports, FY 1993-1995

SCHOOL OPERATION COMPONENTS

1. Indian School Equalization Program (ISEP)

The ISEP program provides formula-based funding for Bureau operated and grant and contract schools. In School Year (SY) 1993-94, 184 federally operated and contracted schools are serving 45,185 students. Approximately 48 percent of the Average Daily Membership (ADM) is enrolled in residential programs due to a variety of reasons. Additional support is also provided to schools experiencing a greater than 10 percent decline in enrollment from the prior year to lessen the impact of reduced ISEP allocations. The student count was conducted in September 1993 for SY 1993-1994. Enrollment for SY 1993-1994 increased 3 percent over SY 1992-1993. Due to increasing enrollment, Congress provided supplemental appropriations of $21.3 million, of which $18 million was used for ISEP Formula funds, with the remaining $3.3 million applied to Administrative Cost Grants. Under the ISEP formula, the different programs and activities are assigned weights (using a base amount of 1.00) which reflect the relative costs associated with these programs and activities. P.L. 100-297 placed an additional weight of .2 for students in grades 7 and 8 and also increased the weight to 2.0 for gifted and talented students. The following chart shows the historical ISEP funding from 1982 through 1993:

Table 30

FY	NUMBER OF SCHOOLS	AVERAGE DAILY MEMBERSHIP	WEIGHTED STUDENT UNITS	$ PER WEIGHTED STUDENT UNITS
1982	227	42,930	76,204	$1,965
1983	210	42,535	75,644	$2,014
1984	206	42,825	75,407	$2,027
1985	193	41,991	74,356	$2,066
1986	180	40,280	69,899	$2,103
1987	181	39,911	68,055	$2,230
1988	182	39,592	67,266	$2,399
1989	182	39,381	66,607	$2,408
1990	180	39,791	67,418	$2,538
1991	180	40,841	70,408	$2,707
1992	184	43,700	77,069	$2,594
1993	184	45,885	80,922	$2,619
1994	184	45,185	80,021	$2,874

The following chart shows the ISEP information for the 1994 fiscal year and the distribution by formula to the various ISEP components.

SUMMARY OF SCHOOL YEAR 1993-1994 ISEP FUNDING

Table 31

SCHOOL TYPE		TOTAL	WEIGHTED STUDENT UNITS			TOTALS	
Type	Total	ADM	Inst	Res	G&T	WSU	Amount
DAY SCHOOLS							
BIA operated	44	9,266	12,684	39	838	13,561	
Contracted	70	14,474	20,195	0	1,676	21,871	$101,850,000
ON-RESERVATION BOARDING SCHOOLS							
BIA operated	39	13,402	17,555	7,440	763	25,758	
Contracted	11	3,692	5,143	2,964	433	8,540	$98,591,000
OFF-RESERVATION BOARDING SCHOOLS							
BIA operated	4	11,868	2,649	2,918	197	5,765	
Contracted	2	574	774	777	51	1,602	$21,175,000
DORMITORIES							
BIA operated	6	801	46	1,083	0	1,129	
Contracted	8	1,108	176	1,613	6	1,795	$8,403,000
TOTALS	**184**	**45,185**	**59,222**	**16,834**	**3,964**	**80,021**	**$230,019,000**

Source: BIA Justification Report, FY 1995

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2. **ISEP Program Adjustments**
FY 93 Appropriation: $1,719,261

Typically program adjustments include special projects, new activities, and other costs not considered in the ISEP formula. Any savings throughout the year in these items will be added to the amount available for ISEP and distributed to the schools by formula. Items included in adjustment can include: law enforcement; furniture repair; staff development and training; and school equipment.

3. **Early Childhood Development**
FY 93 Appropriation: $5,523,646

The objectives of the Early Childhood program include educating Indian children at an earlier age through parental involvement and coordinating the Family and Child Education (FACE) program components: early childhood; adult education; parenting skills; high school graduation rates; promotion of lifelong learning skills. In FY 93 the Bureau implemented the early childhood/parental involvement pilot project in 11 schools to encourage parental participation in the education of their children in an effort to increase student achievement. The program served approximately 600 children and 500 adults.

4. **Student Transportation**
FY 93 Appropriation: $19,844,872

The objective of Student Transportation is to provide transportation services for Bureau-operated and grant and contract schools. Student transportation funds support transportation of students to and from school. For students in boarding schools, transportation funding is provided for the beginning and end of the school year and for one round trip home at mid-year. Because poor road conditions increase the cost of transportation, miles driven on unimproved roads are weighted for the formula distribution of transportation funding by school. In SY 1993-1994, the Bureau is funding at the rate of $1.51 per mile for day schools.

5. **Institutional Program for Children with Disabilities**
FY 93 Appropriation: $2,936,823

The objective for the special education and related services of children with disabilities placed in private facilities or state-operated institutions, approved

private non-profit facilities, or facilities operated by tribes. The Bureau provides services to approximately 182 Indian children whose disabilities are so profound as to require institutionalized 24-hour care. The funding for special education and related services may include but not be limited to: occupational and physical therapy; counseling services; audiology; rehabilitation counseling services; and psychological services. The Bureau continues to ensure a free appropriate public education is provided to eligible Indian children with disabilities within the least restrictive environment as close to their home as possible.

6. **Solo Parent Program**
FY 93 Appropriation: $146,742

The Solo Parent Program is operated at Sherman Indian School and Flandreau Indian School, provides single parents the opportunity to complete their high school education while living at the school with their children. The parents are also given instruction in home management, child development and child care, in addition to their regular school curriculum. Day care is provided their children by the program and medical care is provided by the Indian Health Service.

7. **Substance Abuse and Prevention Counselors**
FY 93 Appropriation: $2,437,891

Provide education in intervention and prevention of substance/alcohol abuse for students. The Bureau assists schools in improving curricula to provide instruction in alcohol and substance abuse prevention. At a minimum, $6,000 per student is used to provided instruction to train counselors and teachers in prevention and intervention and to upgrade alcohol and drug abuse curriculum materials.

8. **Facilities, Operations & Maintenance**
FY 93 Appropriation: $64,427,670

Provides essential operating expenses and facilities maintenance for Bureau-owned or Bureau-funded schools. This program provides essential services for educational facilities consisting of 2,051 buildings (excluding quarters), containing approximately 15,967,000 square feet. Utility systems and services associated with site functions are included in the program.

9. **Administrative Cost Grants**
FY 93 Appropriation: $26,846,146

Provides grants to tribes or tribal organizations operating schools in lieu of contract support. In FY 95, 91 schools are expected to be operated by tribes through contracts or grants and will be eligible to receive funds under the Administrative Cost Grant formula.

10. **Technical Support - Area and Agency Offices**
FY 93 Appropriation: $7,260,754

Provides field level staff assistance to the Director, Office of Indian Education Programs (OIEP) and broad technical assistance and leadership to local school boards, tribal members, parents and Indian citizens. The Bureau's twenty-six area and agency education offices typically provide technical support and program support supervision for all of the following education programs: (1) postsecondary education programs; (2) peripheral dormitories; (3) off-reservation boarding schools; (4) tribal contract and grant schools; (5) federal title programs; (6) elementary and secondary programs; (7) higher education and adult education; (8) exceptional education programs; (9) student support services; and (10) bilingual programs. Program management and direction responsibilities of field operations include providing line direction to and supervision over the operation of all Bureau education programs within their jurisdiction; directing, supervising, monitoring and evaluating systems for compliance to the standards; formulating budgets and financial programs; providing technical assistance and advice to subordinate programs and organizations; and taking responsibility with local school boards and tribal contractors for school operations.

C. BIA CONTINUING EDUCATION PROGRAMS

In FY 95 this category falls under Special Programs and Pooled Overhead. The Bureau's Continuing Education component funds a scholarship program, Adult education programs, and certain aspects of Tribally Controlled Community Colleges. These include the following educational programs:

1. **Tribally Controlled Community Colleges**
FY 93 Appropriation: $24,186,650

Provides financial assistance to Tribally Controlled Community Colleges (TCCC's) enrolling Indian and Alaska Native students to further their education in a supportive environment close to Indian reservations. The TCCCs are authorized funding under two separate categories called Title I and Title II. Title I authorizes funds to TCCC's to defray expenditures for academic, educational, and administrative purposes and for the operation and maintenance of all TCCC's except Navajo Community College. Title II funding goes to Navajo Community College only and covers operation and maintenance of the college including, but not limited to, administrative, academic, and operation and maintenance costs.

2. **Postsecondary Education**
FY 93 Appropriation: $11,171,230

The two Postsecondary schools, Haskell Indian Junior College and the Southwestern Indian Polytechnic Institute (SIPI), provide a variety of educational opportunities for Indian and Alaska Native Students at the junior college level to prepare them to enter four-year colleges and universities or to find employment. Haskell's 1993 fall semester enrollment was 987, an 8 percent increase over the previous year. The Bureau anticipates that 250 students will enroll in the 1994 summer program. In recent years, Haskell has opened summer school course offerings to incoming freshmen who, because of their academic situation, require additional preparation for college level work in math, reading, and language arts. Also, about 52 Haskell students are expected to graduate as a result of their summer studies.

3. **Special Higher Education**
FY 93 Appropriation: $2,478,750

This program provides financial assistance to Indian students for graduate level study with special emphasis on students pursuing the professions of law, education, medicine, natural resources, engineering, business administration and social work. To qualify for assistance under the current program, the applicant must meet all the basic requirements of the general scholarship program, have earned an undergraduate degree, and be officially admitted to a graduate studies program.

D. TRIBAL PRIORITY ALLOCATIONS

This activity includes the majority of the funds used to support on-going programs at the local level. Funding priorities for all of the programs included in Tribal Priority Allocations are determined in consultation with tribal officials. Educational programs that fall under the tribal priority designation include:

1. Adult Education
FY 93 Appropriation: $3,428,607

The Adult Education program provides educational opportunities and learning experiences to enable adult Indian and Alaska Natives to complete high school graduation requirements, acquire basic literacy skills, and gain new skills and knowledge to improve their functioning as individuals and as members of the community.

2. Scholarships
FY 93 Appropriation: $29,031,120

The Higher Education Scholarship Program provides financial aid to eligible Indian and Alaska Native students to attend accredited postsecondary institutions which will enable them to meet their educational goals, develop leadership abilities, and increase their employment opportunities in professional fields so that they may contribute to the economic and social goals and objectives of the various tribes.

3. Tribally Controlled Community Colleges Supplement
FY 93 Appropriation: $1,053,964

As authorized under the Tribally Controlled Community College Assistance Act (P.L. 95-471) and subsequent amendments, the Bureau provides grants to 22 tribal colleges for academic and administrative purposes and for the operation and maintenance of the colleges. These community colleges are governed by a local board of regents, a majority of whom are Indian. Some tribes choose to supplement the BIA grants with funds available through Tribe/Agency Operations category.

E. AREA OFFICE OPERATIONS

The Bureau of Indian Affairs has 12 Area Offices located throughout the country. Area Directors have line authority over agency superintendents. Under Area Office Operations is included an adult vocational training program. This program is separate from the adult vocational training program under the Tribal Priority Allocation's Community Development program.

1. Adult Vocational Training
FY 93 Appropriation: $169,000

Under Area Office Operations is a category called Community Development which includes an Adult Vocational Training program. The area offices develop and operate adult vocational training programs and work closely with agencies and tribes to place program participants in jobs upon completion of training.

F. SPECIAL PROGRAMS AND POOLED OVERHEAD

Within Special Programs and Pooled Overhead is the category of Community Development. In FY 93 all programs under this designation came under the category of Tribal Services, with the exception of the Indian Arts and Crafts Board. This was housed under the Economic Development Programs category. The following is a brief description of programs funded under the current Special Programs and Pooled Overhead designation:

1. Indian Arts and Crafts Board
FY 93 Appropriations: $948,000

The Indian Arts and Crafts Board promotes the development of the creative work of American Indians/Alaska Natives and increases their participation and control in the Native American fine arts and handicrafts business. The board operates three regional museums: the Southern Plains Indian Museum in Anadarko, OK; the Sioux Indian Museum in Rapid City, SD; and the Museum of the Plains Indian in Browning, MT.

2. United Tribes Technical College
FY 93 Appropriation: $1,788,000

Under contract with the Bureau of Indian Affairs, the United Tribes Technical College, located in Bismarck, North Dakota, provides Indian applicants an

opportunity for training in one of ten vocational skills, plus job placement assistance upon completion of training.

3. **United Sioux Tribes Development Corp.**
FY 93 Appropriation: $ 105,000

Under contract with the Bureau, the United Sioux Tribes Development Corporation provides services consisting of job development, counseling, and guidance in social adjustment in the community. It provides follow-up services after job placement, including job counseling to strengthen the individual's capacity for continued employment.

4. **National Ironworkers Training Program**
FY 93 Appropriation: $426,000

The National Ironworkers Training Program is under contract with the Bureau and provides the opportunity for Indian participants to learn the ironworker trade. The program conducts three 14-week classes annually with approximately 30 trainees in each class. Trainees receive classroom and shop instruction. Each graduate is credited with one year of work experience toward the required three years of apprenticeship training.

G. EDUCATION CONSTRUCTION

Education Construction comes under the Construction account of the Bureau and provides for the construction and equipment of school facilities. It is the responsibility of the BIA to provide safe, functional, and economical educational facilities to eligible Indian communities. Schools may be operated directly by the Bureau or by tribal organizations under contract or grant. Components under Education Construction includes:

1. **New School Construction**
FY 93 Appropriation: $34,703,000

The objective of the new school construction program is to provide for the construction and equipment of school facilities for the more than 43,700 students served by the Bureau. Schools proposed for construction services are prioritized according to consultation with tribes and the Office of Construction Management. Schools who are to receive services are published in the Federal Register.

2. **Employee Housing**
FY 93 Appropriation: $3,936,000

The objectives of this program are to complete and maintain the housing inventory of safety and health-related repairs and correct the deteriorated condition of employee quarters. The BIA manages approximately 3,500 buildings, with approximately 4,000 units of employee housing. One-third of the housing units are classified as poor or needing major repairs or having substantial deferred maintenance requirements.

3. **Advance Planning and Design**
FY 93 Appropriation: $5,859,000

These funds provide for the advance planning and design work necessary for new education construction projects. Currently it takes approximately 12 months to plan and 12-15 months to design a school facility. In FY 1993 there were 16 schools on the New School Construction priority ranking list.

4. **Facilities Improvement and Repair**
FY 93 Appropriation: $45,697

The objectives of this section of Education Construction are: to address the material weakness in educational facilities with emphasis on critical health and safety-related deficiencies identified in BIA safety and facility reviews; maximize the use of existing educational facilities and reduce costs of repair, operation and maintenance; repair, refurbish, or replace educational facilities in lieu of totally new construction, where economically justified; and continue the minor repair and emergency repair activities to assure safe and functional facilities.

APPENDIX A

FISCAL YEAR 1993 PROGRAM PROFILES

PROGRAM	FY 1993 BUDGET NUMBER OF STUDENTS		PROGRAM DESCRIPTION ISSUES IN FY 1993
OFFICE OF INDIAN EDUCATION Mr. Jon Wade, Acting Director Office of Elementary & Secondary Education U.S. Department of Education The Portals, 1250 Maryland Avenue S.W. 4th Floor Washington, DC 20024 (202) 260-1518 •••	**FY 1993 Appropriation**	**$80,584,000**	• 79 Bureau of Indian Affairs school participated in the Title V formula program with a student count of 20,155. • 63 Indian-operated schools were funded in fiscal year 1992. • The Resource and Evaluation Centers became Indian Technical Assistance Centers in FY 1991 and increased from five to six with the new center covering the state of Alaska.
	Subpart 1	$56,330,000	
	1-ICS	$2,975,000	
	Subpart 2	$12,134,000	
	Subpart 3	$4,561,000	
	Statistics & Assessment	$1,000,000	
	Census Data Analysis	$190,000	
	Administration	$3,394,000	
	Number of Programs:	1,426	
	Number of Participants		
	Subpart 1:	394,832	
	1 - ICS:	4,210	
	Subpart 2:	12,968	
	Fellowships:	145	
	Subpart 3:	7,000	
	TOTAL:	419,155	

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PROGRAM	FY 1993 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1993
IMPACT AID Charles E. Hansen, Director Office of Elementary and Secondary Educ. U.S. Department of Education 400 Maryland Avenue SW. Washington, DC 20202-6244 (202) 260-3907 •••	**FY 93 P.L. 81-874, Section 3 Funds: $252,602,359** Payments to local educational agencies (LEAs) providing a free public education to children who reside on Indian lands. Number of Students: 116,260 (computed as "average daily attendance")	• P.L. 81-874 authorizes assistance to LEAs providing free public education to children residing on Indian lands or with a parent who resides or works on Federal property or is on active duty in the uniformed service. • Pursuant to section 5(b)(3) of the law and the regulations found in 34 CFR 223, an LEA claiming assistance for Indian lands children must have a set of Indian policies and procedures which provide tribal leaders and parents of American Indian/Native Alaskan children with opportunities to comment on and participate in the educational programs. • LEAs are not required to spend these funds exclusively for Indian children or for special programs for Indian children.
IMPACT AID - CONSTRUCTION Charles E. Hansen, Director Office of Elementary and Secondary Educ. U.S. Department of Education 400 Maryland Avenue SW. Washington, DC 20202-6244 (202) 260-3907 •••	**FY 93 P.L. 81-815 Funds (Obligated): $3,871,919** Number of Projects: 1	• Direct grants to school districts serving children who reside on Indian lands for construction or renovation of minimum school facilities. • $3,460,400 was carried over from fiscal year 1991 to fiscal year 1992.

PROGRAM	FY 1993 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1993
COMPREHENSIVE SCHOOL HEALTH EDUCATION PROJECT Georgeline Sparks Indian Health Service Parklawn Building Room 6A20 5600 Fishers Lane Rockville, MD 20857 (301) 443-1870 ***	**FY 93 Appropriation:** **$299,000*** Teachers Trained: 168 Students Served: 10,000 Areas Served: Alaska; Billings; Albuquerque; Nashville; California; Bemidji; Phoenix; and Portland * Funds are allocated from the Center for Disease Control in Atlanta, Georgia.	• The Comprehensive School Health Education Program is a Center for Disease Control and Indian Health Service initiative. • Health modules are being implemented including the Growing Healthy and Teenage Health Teaching curriculum modules. • Local cultural adaptations to materials is encouraged. • Modules must include units on HIV/AIDS.
NATIVE AMERICAN EMPLOYMENT AND TRAINING PROGRAMS Mr. Carmelo J. Milici U.S. Department of Labor Division of Indian Native American Programs, Employment and Training Administration, Room N4641 200 Constitution Ave. NW Washington, DC 20210 (202) 219-8502 ***	**FY 93 Appropriation** **$77,318,244** PY 1993 Title IV: $61,871,000 PY 1991 Title II: $15,447,244 Number Served: 10,000 Number of Programs: PY 1993 Title IV: 182 PY 1993 Title II: 130 TOTAL PROGRAMS: 312	• To afford job training to Native Americans facing serious barriers to employment, who are in special need of such training to obtain productive employment. To reduce the economic disadvantages among Indians and others of Native American decent and to advance the economic and social development of such people.
USDA NATIONAL SCHOOL LUNCH PROGRAM Bureau of Indian Affairs School Lunch Program U.S. Department of Interior 1849 C Street, N.W. Washington, DC 20240 ***	**FY 93 Appropriation:** **$8,300,000** Participating Schools: 93	• The USDA Breakfast and Lunch Program monies are distributed to Bureau operated schools by states based on application to the respective state. Funds are allocated to schools monthly based on a count of meals served to eligible students whose families meet certain income guidelines.

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PROGRAM	FY 1993 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1993
ADMINISTRATION FOR NATIVE AMERICANS Department of Health and Human Services Administration for Children and Families Lucille Dawson or Winona Warren Hubert H. Humphrey Bldg. 200 Independence Avenue SW. Room 344F Washington, DC 20202-0001 (202) 245-7776 •••	**FY 93 Appropriation:** $34,506,860 Total Grantees: 236 AI/AN Grantees: 224 CATEGORY / AWARDS / AMOUNT Fed. Recognized Tribes: 90 $11,913,146 Alaska Natives: 47 $4,900,379 Nat. Amer./Consortia: 3 $685,169 Non-Fed. Recognized Tribes: 28 $2,513,794 Urban Organizations: 5 $409,899 Rural Organizations: 4 $727,762 Non-Fed/Consortia: 7 $1,854,918 Special Projects: 18 $4,608,189 Interagency Transfers: 7 $965,000 Training/Technical Asst.: 7 $2,171,389 Research and Evaluation: 7 $1,232,388 National Indian Policy Ctr.: 1 $1,066,266 Native Hawaiians: 9 $1,854,918 Pacific Islanders: 3 $311,563 Transfers to ANA from agencies: (298,300) Transfers from ANA to ACF agencies: 5,000	• Financial assistance provided by ANA is designed to strengthen the self-sufficiency of Native American tribes and organizations through support of social and economic development strategies and the strengthening of local governance capabilities. • Financial assistance is available for American Indians/Alaska Natives, Native Hawaiians and Native Pacific Islanders. • Under Section 803 of the Native American Programs Act of 1974, as amended, colleges and universities are not eligible applicants unless they serve Native Hawaiians of other Native American Pacific Islanders.

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PROGRAM	FY 1993 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1993
INSTITUTE OF AMERICAN INDIAN ARTS Schuyler Houser, Acting President P.O. Box 20007 St.Michael's Drive Box 20007 Santa Fe, NM 87504 (505) 988-6463 •••	**FY 93 Appropriation:** **$6,612,000** Operations: $5,962,000 Foundations: $350,000 Board Design, Etc. $300,000 Number of Full-time Students: 239 Number of Tribes Represented: 78	• IAIA was originally founded under the Department of Interior Bureau of Indian Affairs, but severed ties as stated in P.L. 99-498, which was signed in October 1988, effective June 1, 1988. • IAIA is now privately administered, not-for-profit organization with a federal charter by the U.S. Congress. • Future plans include expanding the Institute's curriculum from a two-year associate to a four-year baccalaureate program.

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PROGRAM	FY 1993 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1993
SUBSTANCE/ALCOHOL ABUSE EDUCATION PROGRAM Charlie Geboe Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3512-MIB, Code 521 Washington, DC 20240 (202) 219-1127 ***	**FY 93 Appropriation:** $2,435,124	• P.L. 99-570 requires all schools funded by the BIA to provide instruction relating to alcohol and substance abuse prevention and follow-up. • Funds provide training for Counselors and staff in alcohol and substance abuse prevention. • Funds are used to serve all students in all BIA schools.
TECHNICAL SUPPORT William Mehojah Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3530-MIB, Code 521 Washington, DC 20240 (202) 219-1127 ***	**FY 93 Appropriation:** $7,260,754	• Includes educational Management Information System (MIS) activities; field level staff assistance to the Director, Office of Indian Education Programs; and broad technical assistance and leadership for all education programs to local school boards, other tribal members, parents, and other Indian citizens. • MIS transferred to Education Program Management in FY 1992.
TRIBAL COLLEGES SNYDER ACT SUPPLEMENT Reggie Rodriguez Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3512-MIB, Code 522 Washington, DC (202) 208-4871 ***	**FY 93 Appropriation:** $ 1,053,964 Number of Students: 1,927	• Under authority of the Tribally Controlled Community Colleges Assistance Amendments Act (P.L. 98-192), the BIA provides grants to tribal colleges for academic and administrative purposes and for the operation and maintenance of the colleges.

PROGRAM	FY 1993 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1993
SOLO PARENT PROGRAM Charles Geboe Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3512-MIB, Code 511 Washington, DC 20240 (202) 208-4555 ***	**FY 93 Appropriation:** **$146,742**	• Operated at Sherman Indian School and Flandreau Indian School to provide single parents the opportunity to complete their high school education while living at the school with their children.
SPECIAL HIGHER EDUCATION SCHOLARSHIPS Reggie Rodriguez Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3512-MIB, Code 521 Washington, DC 20240 (202) 208-6175 ***	**FY 93 Appropriation:** **$2,478,750** American Indian Graduate Center $2,318,750 Students Served: 486 UNM Summer Law Program: $160,000 Students Served: 30	• To provide scholarships to American Indian and Alaska Native college students from Federally recognized tribes throughout the United States who are pursuing masters and doctoral degrees in all fields of study. • SHEP received 962 applications in FY 1993 for the graduate program
STUDENT TRANSPORTATION Joy Martin Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3512-MIB, Code 511 Washington, DC 20240 (202) 219-4555 ***	**FY 93 Appropriation:** **$19,844,872**	• Funding includes service costs for vehicle rental, supplies and equipment, maintenance, and repair and other support costs.

PROGRAM	FY 1993 BUDGET NUMBER OF STUDENTS		PROGRAM DESCRIPTION ISSUES IN FY 1993
INDIAN VOCATIONAL EDUCATION PROGRAM Roberta Lewis Office of Adult and Vocational Education U.S. Department of Education 330 C Street SW. Room 4523 Washington, DC 20202-7327 (202) 205-5680/9379 •••	FY 93 1.25% set-aside: Projects funded: Indians served:	$12,643,361 38 3,450	• The Carl Perkins Vocational and Applied Technology Amendments of 1990 maintains the 1.25% allocation for Tribes and BIA operated schools as eligible applicants. • Act provides $2.5 million for two Indian higher educational vocational education institutions. • The Carl Perkins Vocational and Applied Technology Education Act, as amended by Public Law 101-392, makes changes to rules and regulations governing the Indian Voc. Ed. Program including deletion of the 65 percent placement requirement and reinstatement of student stipends.
VOCATIONAL REHABILITATION SERVICES FOR AMERICAN INDIANS WITH DISABILITIES Barbara M. Sweeney, Director Rehabilitation Services Administration U.S. Department of Education 330 C Street SW. Washington, DC 20202 (202) 205-9544 •••	.33% set-aside: Total Projects: New Projects: Continuations: Number of clients:	$6,202,940 22 11 11 3,250	• Set-aside service grants to tribes to provide vocational rehabilitation services to handicapped clients living on federal and state reservations. • This program is authorized by Part D, Section 130, of the Rehabilitation Act of 1973, as amended. The Act was most recently amended by the Rehabilitation Act Amendments of 1992.

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PROGRAM	FY 1993 BUDGET NUMBER OF STUDENTS		PROGRAM DESCRIPTION ISSUES IN FY 1993
MINORITY SCIENCE IMPROVEMENT PROGRAM Dr. Argelia Velez-Rodriguez Office of Postsecondary Education U.S. Department of Education 7th and D Streets SW. Room 3022 Washington, DC 20202-5251 (202) 708-4662	**FY 93 Appropriation:**	**$600,000**	• Discretionary grants to improve science and engineering education programs at minority institutions. The total amount reflects funds going to predominantly Indian/Alaska Native institutions. Program funding level in fiscal year 1991 was $5,855,000.
	Total Number of students served:	815	
	Ft. Belknap College, MT	165	
	Standing Rock College, ND	150	
	Little Big Horn College, MT	400	
	Navajo Community College, MT	60	
	Sinte Gleska College, SD	40	
	Number of projects funded:	5	

PROGRAM	FY 1993 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1993
CHILD CARE AND DEVELOPMENT BLOCK GRANT PROGRAM Department of Health and Human Services Administration for Children and Families Roger Ironcloud Hubert H. Humphrey Bldg. 200 Independence Avenue SW. Room 352-G Washington, DC 20202-0001 (202) 690-6677 ***	**FY 93 Appropriation:** $26,714,000	• The purpose of the Block grant is to increase the availability, affordability, and quality of child care. To accomplish this, federal funds are available to States, Indian Tribes, and Territories to provide grants, contracts, and certificates for child care services for low-income families with a parent who is working or attending a training or educational program.
HISTORIC PRESERVATION GRANTS U.S. Department of Interior National Park Service 1849 C St. NW Washington, DC 20240 (202) 303-9505 ***	**FY 93 Appropriation:** $1,412,000 Number of Projects Funded: 44 Number of Applications Received: 209 Number of Tribes Applying: 174	• Grants awarded for a broad range of cultural projects including projects to protect native languages, draft tribal historic preservation ordinances and plans, record oral history, survey and protect historic properties, nominate properties to the National Register of Historic Places, conduct ethnobotanical studies, and train tribal members in historic preservation activities.

PROGRAM	FY 1993 BUDGET NUMBER OF STUDENTS		PROGRAM DESCRIPTION ISSUES IN FY 1993
TRIBALLY CONTROLLED COMMUNITY COLLEGES Reggie Rodriguez Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3512-MIB, Code 522 Washington, DC 20245 (202) 208-4871 ***	**FY 93 Appropriation:** FY 1993 Operating Costs: Title I Title II Technical Assistance Endowment (P.L. 99-428):	**$24,186,650** $16,450,968 $6,643,050 $114,022 $978,610	• Authorized by P.L. 98-192 • Twenty-two Tribally Controlled Community Colleges were served in FY 1991. • Title I funds all colleges except for Navajo Community College. • Title II funds are only for the Navajo Community College.
INDIAN HEALTH SERVICE SCHOLARSHIP PROGRAM Ms. Rosh Foley, Acting Chief Scholarship Branch Twinbrook Metro Plaza Suite 100 12300 Twinbrook Parkway Rockville, MD 20852 (301) 443-6197 ***	**FY 93 Appropriation:** Section 101 - Recruitment Prog. Section 102 - Pre Professional Section 103 - Extern Program Section 104 - Health Professions	**$13,282,400** $1,440,400 $3,078,500 $1,204,300 $7,559,200	• Out of 1,853 applications received, the IHS Scholarship Program could only serve 230 new awards because of limited funds; there were 438 continuation awards. • Placement of graduates for those who do not have Indian preference needs to be resolved; mandatory placement is being considered.
PROJECT HEAD START Lee A. Fields, Jr., Chief Health and Human Services 330 C Street SW. Washington, DC 20013 (202) 245-0437 ***	**FY 93 Appropriation:** Tribal Organizations: Children Served:	**$74,700,000** 123 17,803	• Eligibility requirements for program participation requires that family income guidelines be met which vary according to the number of household members. • To participate in an Indian operated program, children must be 3 to 5 years of age and a member of a federally recognized tribe.

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PROGRAM	FY 1993 BUDGET NUMBER OF STUDENTS			PROGRAM DESCRIPTION ISSUES IN FY 1993
POSTSECONDARY SCHOOLS Reg Rodriquez Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW., MS 3512-MIB, Code 522 Washington, DC 20240 (202) 208-6175 •••	**FY 93 Appropriation:**		**$11,167,000**	• Sipi & Haskell are administered by the Office of Indian Education Programs for eligible Indian students. Vocational and Academic programs are offered for degrees and certificates in various areas for job placement.
	Haskell:		$7,129,000	
	Number of Students	Fall:	946	
		Spring:	847	
	SIPI:		$4,038,000	
	Number of Students:	Fall:	530	
		Spring:	562	
	TOTALS:	Fall:	1,476	
		Spring:	1,409	
SCHOLARSHIPS (HIGHER EDUCATION PROGRAM) Reggie Rodriguez Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3512-MIB, Code 522 Washington, DC 20240 (202) 208-4871 •••	**FY 93 Appropriation:**		**$29,280,000**	• Education staff at the area and agency offices provide supervision for this program. This undergraduate scholarship program is contracted out to the tribes or may be administered at the agency level. Available to eligible Indian students at accredited institutions. Must be enrolled in Federally Recognized tribes. This is a need-based program.
	Students Assisted:		13,820	
	Average Grant Amount:		$1,800	
	Number of Graduates:		1,325	
SCHOOL BOARD/TRAINING Charles Geboe Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3512-MIB Code 521 Washington, DC 20240 (202) 219-1127 •••	**FY 93 Appropriation:**		**$288,000**	• Funds contracted to the National Indian School Board Association (NISBA) and the Navajo Area School Board Association to conduct school board training.

PROGRAM	FY 1993 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1993
MONITORING AND EVALUATION Sandra Fox Bureau of Indian Affairs U.S. Department of Interior 1849 C. St. NW MS 3512-MIB Code 531 Washington, DC 20240 (202) 208-3550 •••	**FY 1993 Appropriations** $500,000 Schools Monitored 48 Agencies/Areas Monitored 7 Haskell Institute Monitored 1	• Programs are monitored for standards/regulations compliance and evaluated for quality of services provided. Monitoring teams are comprised of educators from inside and outside of the Bureau of Indian Affairs-system. Information gathered is entered into a data base for planning and system evaluation purposes. Schools and line offices develop and implement improvement plans based upon monitoring findings.
OFFICE OF CONSTRUCTION MANAGEMENT Oscar Mueller Jr. Acting Director U.S. Department of Interior Mail Stop 2417 MIB 1849 C Street NW., Room 2415 Washington, DC 20240 (202) 208-3403 •••	**FY 1993 Appropriation:** $86,259,000 # of Education Projects: 4 Appropriation: $34,703,000 # of Planning & Design: 7 Appropriation: $5,859,000 # of Improvement & Repair Projects: 35 Appropriation: $45,697,000	• New school construction based on established ranking process published in the *Federal Register*. Repair and Improvement program based on priority ranked input from Area Offices. • The objective of Education Projects is to provide for the planning, design and construction of school facilities for the 40,000 students served by the Bureau. • Improvement and Repair program is based on priority ranked input from Area Offices.

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PROGRAM	FY 1993 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1993
CHAPTER 1 Sharon Lynn Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3502-MIB, Code 524 Washington, DC 20245 (202) 208-6364 ***	FY 93, 1% set-aside: $34,542,637 Number of students: 18,000	♦ For use at BIA-operated and contract schools, this program provides compensatory (supplemental) education services to disadvantaged children. ♦ 81 school-wide projects. ♦ 49 schools eligible for program improvement. ♦ 61 Schools eligible for Joint Program Improvement
DRUG-FREE SCHOOLS & COMMUNITIES Charles Geboe Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3512-MIB, Code 521 Washington, DC 20240 (202) 208-1127	FY 93, 1.0% set-aside: $ 5,665,000	• For alcohol and drug abuse education prevention programs for students in grades K-12 enrolled in BIA funded schools.
EDUCATION OF THE HANDICAPPED Sharon Lynn, Acting Director Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3512-MIB, Code 523 Washington, DC 20240 (202) 208-6675 ***	FY 93, P.L. 102-119, 1% set-aside: $22,891,184 Number of Students: 5,837 Part H Program (0-2 Yrs) 1.25 % distributed by formula: $2,138,889 Indian Children ages 3-5, .25% distributed by formula: $4,879,247 141	• Provides supplemental funding for special education and related services to handicapped Indian children ages 5-21. • Distributed directly to tribes for services for children ages 0-2 in cooperation with state level agencies. • Distributed directly to tribes for services for children 3-5 in cooperation with state level agencies. Part H is also referred to as the Infants and Toddlers Program.

PROGRAM	FY 1993 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1993
OFFICE OF BILINGUAL EDUCATION Eugene Garcia, Director, OBEMLA U.S. Department of Education 330 C Street SW. Room 5609 Washington, DC 20202-6500 (202) 205-5463 •••	**FY 92 Appropriation:*** **$16,871,880** TRANSITIONAL BILINGUAL EDUC. REGULAR (Native Amer. LEP Students): $9,777,011 (Native Amer. Non-LEP Students): $1,671,062 SPECIAL ALTERNATIVE INSTRUCTIONAL PROGRAMS-REGULAR (Native Amer. LEP Students): $3,461,485 (Native Amer. Non-LEP Students): $409,934 Recent Arrivals Priority Native LEP: $165,180 SPECIAL POPULATIONS (Native Amer. LEP Students): $1,210,846 (Native Non-LEP Students): $176,358 Est. number of Indian Students benefitting 31,701 TRANSITIONAL BILINGUAL EDUCATION-REGULAR (Native Amer. LEP Students): 17,176 (Native Amer. Non-LEP Students): 3,728 SPECIAL ALTERNATIVE INSTRUCTIONAL REG. (Native Amer. LEP Students): 7,401 (Native Amer. Non-LEP Students): 1,011 SPECIAL POPULATIONS (Native Amer. LEP Students): 1,564 (Native Amer. Non-LEP Students): 445 * *Latest Data Available*	• Transitional programs are designed to provide structured English-language instruction and, to the extent necessary to allow a limited English proficient (LEP) child to achieve competence in English, instruction in the native language of the child, and incorporate the cultural heritage of the child and other children in American society. Special Alternative programs are designed to provide structured English-language instruction and special instructional services that will allow a LEP child to achieve competence in the English language.

PROGRAM	FY 1993 BUDGET NUMBER OF STUDENTS		PROGRAM DESCRIPTION ISSUES IN FY 1993
INSTITUTIONAL AID Caroline J. Gillin Office of Postsecondary Education U.S. Department of Education 400 Maryland Avenue SW Room 3042, ROB 3 Washington, DC 20202-5335 (202) 708-8839 •••	**FY 93 Appropriation:** Part A: Part C: Number of Institutions: Part A Grantees: Part C Grantees:	**$6,431,577** $1,735,609 $4,695,968 10 7 3	• Funds provided under 2 programs. Part A (Development) and Part C (Endowment, the terms of which extend over a 20 year period), to develop institutional self-sufficiency; figures reflect amounts going to predominantly Indian institutions. • Total appropriation under the Institutional Aid Program in fiscal year 1993 was $203,332,000.
LIBRARY SERVICES FOR INDIAN TRIBES Beth Fine U.S. Department of Education 555 New Jersey Avenue NW. Washington, DC 20208-5571 (202) 219-1323 •••	**FY 1993 Appropriation:** Indian Tribes: Basic Grant: Number of Awards: Special Projects: Number of Awards: Hawaiian Projects: Number of Awards: Total Awards:	**$2,391,196** $1,793,397 $896,610 192 $896,708 12 $597,799 1 205	• Direct grant to Indian tribes, Alaska Native Villages, and Hawaiian Natives for the provision of public library services. • Library Services and Construction Act was reauthorized in fiscal year 1994. • 2.0% set-aside of LSCA Titles I, II, and III.
DIVISION OF PERSONNEL PREPARATION NATIVE AMERICAN PROJECTS Betty C. Baker Office of Special Education Projects U.S. Department of Education 400 Maryland Avenue SW. Switzer Building Room 3513 Washington, DC 20202 (202) 205-9264 •••	**FY 1993 Appropriation:** Native American Projects: Recruiting Native Americans: Total number of Projects: Total Native American Projects: Continuation: New: Total Recruiting Native Americans Continuation: New:	**$5,127,439** $1,752,206 $3,375,233 47 16 12 4 31 23 8	• The Division of Personnel Preparation prepares persons who are Native American to serve handicapped children. • The Native American Project section are special education personnel preparation projects specifically designed to train Native Americans to serve handicapped children. • The Recruiting Native Americans program recruits Indian students in areas of high Indian populations.

APPENDIX B

OFFICE OF INDIAN EDUCATION SH0WCASE PROJECTS
INDIAN EDUCATION EXEMPLARY PROJECTS

OIE EFFECTIVE SHOWCASE PROJECT
CENTER I

CULTURAL SOFTWARE DEVELOPMENT PROJECT

Madison County School District
P.O. Box 226
Huntsville, Alabama 35804
Ms. Melvina Phillips, Project Coordinator

PROJECT DESCRIPTION

The Madison County Title V Indian Education Project, located in Huntsville, Alabama, is a three year plan designed to meet the academic and cultural needs of 1,073 Indian students in grades K-12. The goal of this project is to assist students in developing an appreciation of their heritage through both the Cultural Heritage and Computer-based Cultural Instruction Components. The academic skills in reading, social studies, science, and computer science are reinforced in the two components. Although both components have been successful, the Computer-based Cultural Instruction Component is the focus of this Showcase Project. The staff includes a project coordinator, a cultural heritage resource teacher, a cultural heritage aide and a computer resource specialist.

WHAT WORKS MOST EFFECTIVELY

The uniquely designed software materials developed through this project have proved to be extremely effective. They have done so because they provide an innovative approach for Indian students to study Indian history and literature that is accurate and culturally unbiased. It is also sequentially ordered for the required skills of fourth, fifth, and sixth grade students.

WHY IT WORKS

The computer software is successful because it includes a multi-media culturally-based software approach to learning. The students are able to hear the pronunciation and the definition of words at the touch of a key. But, perhaps more importantly, the students receive immediate feedback to their responses.

HOW IT WORKS

The initial focus of this project was to develop lessons which reinforced academic skills for fourth through sixth grade students working on Hypercard. Students are then scheduled to complete one, thirty minute, Interdisciplinary and Whole Language computer session on a weekly basis. As an additional strong point, the computer software has an internal data management plan by which the students are able to continually monitor their own records and progress.

HOW THE PROJECT PROVES ITS EFFECTIVENESS

Since the initiation of the project, there has been an 80 percent improvement on current evaluations by students when compared to past evaluation. Additionally, parents and teachers have responded to surveys in a manner which indicates that the level of success displayed by student performance has shown a marked improvement.

WHAT MAKES THE PROJECT UNIQUE

The project is unique to this area because there has never been an effective software program that totally addressed American Indians through Indian history, literature, science, and tribal government.

OIE EFFECTIVE SHOWCASE PROJECT
CENTER II
PROJECT G.A.I.N

GOALS FOR THE ATTAINMENT OF INDIAN NEEDS

Detroit Lakes Independent Public School District #22
702 Lake Avenue
Detroit Lakes, Minnesota 56501
Mr. James Kjelstrup, Project Director

PROJECT DESCRIPTION

The Detroit Lakes Public School Title V Indian Education Project, located in Detroit Lakes, MN, serves 285 Indian students in grades K-12. The majority of those eligible are Chippewas from the White Earth Indian Reservation. The goal of this project is to provide both academic tutoring and counseling services to the students identified by the needs assessment. Academic skills in reading, language arts and mathematics are reinforced in the tutoring component. The counseling services offered to the students help them make informed educational career choices. The staff includes a project coordinator, two instructional aides, two home-school coordinators and an instructional tutor.

WHAT WORKS MOST EFFECTIVELY

The school district has found that the most effective approaches to increasing the academic achievement levels of the Native American students is to provide culturally-related tutoring assistance in a variety of academic areas and provide counseling services that will enable the students to make informed educational/career choices.

A Home-School Coordinator closely monitors the school attendance of the students, conducts home visits and works closely with the parents and the school in order to improve student attendance and reduce the Native American student drop out rate.

WHY IT WORKS

This project works because it meets a critical need of many of the Native American students and is fully supported by the Local Indian Education Committee (LIEC). This committee consists of five parents, two teachers and two students and is recog-

nized by the local public school board, students, parents, administration and staff as an education entity which has a positive impact on school policy and curriculum.

HOW IT WORKS

The project is developed from the summary of the needs assessment prior to the implementation of the project. The LIEC organizes a subcommittee to assist in all phases of the needs assessment process. Project orientation for the LIEC and Title V-C staff is conducted at the beginning of the school year. The project staff addresses student academic needs through an on going tutorial and counseling service for students. The staff works in close coordination with the District's educational programs. Title V-C staff conducts inservice meetings each trimester with the project director and reports the findings to the LIEC.

The LIEC is active in monitoring the project and provides supportive recommendations to better address the educational needs of students. This is accomplished by forming subcommittees to assist with and monitoring the annual LIEC elections.

HOW THE PROJECT PROVES ITS EFFECTIVENESS

The LIEC works closely with staff to insure that project objectives are met. The long term evidence of effectiveness will be based on the extent to which students receiving the services are successful in their career choices.

WHAT MAKES THE PROJECT UNIQUE

The project is unique because of the close collaboration between the Indian Community, with their knowledge of the area, the staff, with their expertise in a culturally based curriculum, the Local Indian Education Committee and subcommittees, with their sensitivity to the needs of students and community and the evaluators, with their research skill providing one another with valuable information has allowed the project to improve every year.

OIE EFFECTIVE SHOWCASE PROJECT
CENTER III

TACOMA INDIAN EDUCATION PROGRAM

Tacoma Public School District #10
P.O. Box 1357
Tacoma, Washington 98401
Mr. James Egawa, Indian Education Coordinator

PROJECT DESCRIPTION

The Tacoma Public School Title V Indian Education Project, currently serves 742 Native American students, grades K-12. The overall goal is to reduce the drop-out rate. To support this goal, the project has two objectives: (1) 40 percent of the at-risk students will receive intensive advisement; and (2) 30 percent of students in secondary schools will participate in at least one career workshop. The project staff consists of two full-time and three part-time specialists.

WHAT WORKS MOST EFFECTIVELY

The continuity of nearly 20 years of focusing on meeting the culturally-related special educational needs of Indian students has allowed the project to grow and respond to student needs as they have developed. Close collaboration of supportive services between administrators, staff and parents have played a key role in keeping the program accessible to a majority of the targeted population. The target approach includes routine monitoring of student performance, tutorial, and referral services.

WHY IT WORKS

A unique characteristic of this program is that students, families, and school staff perform an active role in planning and achieving personalized goals which reinforce a sense of student efficacy. The student's success is recognized through the use of celebrated ceremonies that include district personnel as well as community and family members. This activity helps the community to gain a better sense of the unique needs of their Indian students.

PROGRAM	FY 1993 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1993
ISEP FORMULA & ADJUSTMENTS Joy Martin Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3517-MIB, Code 511 Washington, DC 20240 (202) 208-4555 ***	**FY 93 Appropriation:** $233,121,789 ISEP Adjustments: $3,181,461 Student Count: BIA Operated: 25,662 BIA Contract: 18,038 Total students in 23 states: 43,700 *FY '92 Forward Funding: $201,932,178 ISEP 08/01/92 to 06/30/93 $4,818,512 Prog. Adj. FY '93 Forward Funding: $233,121,789 ISEP 08/01/93 to 06/30/94 $7,242,907 Prog. Adj.	• In FY 1993, the BIA operated directly or by contract, approximately 170 elementary and secondary schools and 14 peripheral dormitories. • In FY 1993, 88 of all BIA-funded schools were contracted to tribes and 7 schools operated under formal cooperative agreements with public schools.
JOHNSON O'MALLEY PROGRAM Charlie Geboe Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3512-MIB, Code 521 Washington, DC 20240 (202) 219-1128 ***	**FY 93 Appropriation:** $22,979,995 Number of Students: 245,102 The Johnson O'Malley Program operates in 32 states and is contracted with: 172 tribes 53 tribal organizations 93 public sch. dist. 6 St. Depts. of Educ.	• Provides funding for supplemental education programs for eligible Indian/Alaska Native students, except those enrolled in Bureau or Sectarian-Operated schools and programs to meet the special needs of 3-4 year olds as determined by contractors and local Indian education committees.
MATH & SCIENCE EDUCATION Charles Geboe Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3512-MIB, Code 521 Washington, DC 20240 (202) 219-1127 ***	**FY 93, 0.5% set-aside:** $1,280,000 In FY 1993, the Office of Indian Education Programs sponsored four workshops for BIA teachers: Grade K-3 teachers: 100 Grade 4-6 teachers: 150 Other teachers: 61 Total Participants: 311	• Funds are used to strengthen the skills of teachers in the subject areas of Mathematics and Science. A Memorandum of Agreement signed by the Secretary of the Interior and the Secretary of Education, provides for a transfer of funds to the BIA. The BIA submits a plan to the Department of Education in which the planned training program is described, including the geographic areas to be served.

PROGRAM	FY 1993 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1993
FACILITIES OPERATION AND MAINTENANCE Kenneth Ross Bureau of Indian Affairs 500 Gold Avenue SW., P.O. Box 1248 Albuquerque, NM 87103 (505) 766-3850	**FY 93 Appropriation:** **$64,428,000** Number of Buildings: 2,089 Square Footage: 15,280,000	• Provides essential operating expenses and facilities maintenance for Bureau owned or Bureau funded schools. • Essential services for educational facilities consisting of 2,089 buildings (excluding quarters), containing approximately 15,280,000 square feet.
FAMILY AND CHILD EDUCATION PROGRAM Patsy Jones U.S. Department of Interior Bureau of Indian Affairs 1849 C Street N.W. Washington, DC 20240 (202) 219-1129 ***	**FY 93 Appropriation:** **$5,523,000** Number of Schools Served: 11 Number of Students: 600 Number of Adults: 500 TOTAL SERVED: 1,100	• No Program Information Available
INSTITUTIONALIZED HANDICAPPED Sharon Lynn, Acting Director Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3512-MIB, Code 523 Washington, DC 20240 (202) 208-6675 ***	**FY 93, P.L. 91-142:** **$ 2,936,823** Number of Students: 125 Children are served in: 30 private facilities 2 tribal institutions 3 state institutions. 35 Total	• Program typically provides education and related services to severely handicapped and mentally fragile children between the ages of 5-21. • The reduction in the number of students being served by this program from 215 to 125 indicates an effort by the Bureau to have students placed in the least restrictive environment.

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PROGRAM	FY 1993 BUDGET NUMBER OF STUDENTS	PROGRAM DESCRIPTION ISSUES IN FY 1993
ADMINISTRATIVE COST GRANTS Joy Martin Administrative Services U.S. Department of Interior Bureau of Indian Affairs 1849 C St. NW MS 3512-MIB, Code 511 Washington, DC 20240 (202) 208-4555 ***	**FY 93 Appropriation:** **$23,456,000** Number of Schools Participating: 54	• Provides grants to tribes and tribal organizations operating schools in lieu of contract support. • In FY 93 87 schools are expected to be operated by either contract or grant and eligible to receive funds under the Administrative Cost Grant formula.
ADULT EDUCATION Reggie Rodriguez Acting Director Bureau of Indian Affairs U.S. Department of Interior 1849 C Street NW. MS 3512-MIB 522 Washington, DC 20240 (202) 208-4871 ***	**FY 1993 Appropriation:** **$3,428,607** Number of Programs: 92 Number of Students: 12,850 Average Cost Per Student: $269	• Provides educational opportunities and learning experiences to enable adult American Indian/Alaska Natives to complete high school graduation requirements, acquire basic literacy skills, and gain new skills and knowledge. • Distribution of funds to Adult Education Programs is determined by the Indian Priority system and the distribution is made to each program by the Bureau.

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HOW IT WORKS

Each year the program advisors of the project review attendance and performance records. The results of the findings are then used to identify the 50 students at greatest risk of encountering failure. Next, the students, parents and teachers meet and establish goals for improvement. Following the establishment of goals, assistance and referrals are provided to the students.

This is in conjunction with close monitoring to assure that identified needs are being met. Finally, student successes are recognized and celebrated through district-sponsored community activities.

HOW THE PROJECT HAS PROVEN ITS EFFECTIVENESS

The outcome of the 1991-92 annual evaluation by the Northwest Regional Educational Laboratory indicates that 72 percent of the high risk students achieved their individual guidance goals. The Indian student dropout rate had declined to 3 percent, compared to 19 percent in 1988-89 for Indians. The most impressive result of this project is the dramatic decline in Indian student dropout rates over the past 15 years.

WHAT MAKES THE PROJECT UNIQUE

The project is unique because of the philosophy of promoting positive outcomes for students through active involvement, high expectations and a nurturing environment. The program is not viewed as a superficial add-on by regular school staff because of the high level of trust, respect and collaboration encouraged by program staff. Culture is viewed as a matter of community pride and honor, rather than an historical excuse for the short-comings of Indian and non-Indian people.

OIE EFFECTIVE SHOWCASE PROJECT
CENTER IV

"INDIANS OF NORTHWEST CALIFORNIA" CULTURE CURRICULUM

Klamath-Trinity Unified School District
P.O. Box 1308
Hoopa, California 95546
Ms. Sarah Supahan

PROJECT DESCRIPTION

The Klamath-Trinity School District's Title V Indian Education Project, is located on the Hoopa Valley and Yurok Reservations. It serves 780 Native American students in grades K-12. The goal of this project, in cooperation with the state funded Assembly Bill (AB) 1544 program, was to develop a local Indian culture curriculum which could be integrated into the district's curriculum or utilized independently. The staff is comprised of a coordinator, Center Technician and aides.

WHAT WORKS MOST EFFECTIVELY

The most effective component of this project was the collaboration of a diverse group of people (including a Native American film production company) to assist in the design and development of the materials.

WHY IT WORKS

The project is successful because it developed accurate and relevant material from a Native American's perspective into the curriculum units. These units integrate local Indian culture into the current curriculum standards. This project was greatly aided by the parent committee who was involved from the beginning of the development of the curriculum.

HOW IT WORKS

The initial phase of the project identified the traditional methods of teaching Indian children. The project coordinator then contacted local community resources and worked with district teachers. During the next four years the coordinator developed, validated, and field tested the materials. The twelve units and videos developed for this project can be integrated into the California State Framework.

The information and photographs included in the units allows the person utilizing the material to become more knowledgeable about the culture of Indians in northwest California, particularly the Hupa, Karuk, Yurok and Chimariko.

HOW THE PROJECT HAS PROVEN ITS EFFECTIVENESS

Ultimately the long term evidence of project effectiveness will be based on both student successful completion of activities/projects and skill mastery based on teacher evaluations. Since this is the pilot, the final evaluation will not be completed until the summer of 1993. At that time, data will be collected compiled and analyzed from all the participants and teachers involved in the project. The preliminary reports from the teachers however, have given the curriculum great initial reviews. They intend to implement the material into their lesson plans.

WHAT MAKES THE PROJECT UNIQUE

The project is unique because of the material developed and produced by the diverse staff working on the project. Also, because it is viewed by project teachers and students as being the best curriculum on the market.

OIE EFFECTIVE SHOWCASE PROJECT
CENTER V

PUTNAM CITY INDIAN EDUCATION TITLE V

Putnam City Public Schools
5700 NE 40th
Oklahoma City, Oklahoma 73122
Ms. Mona Gardner, Director

PROJECT DESCRIPTION

The Putnam City School District is an urban independent school district located in Oklahoma City, Oklahoma. The Title V Indian Education Project, serves approximately 988 Indian students in grades K-12. Student background varies from urban culture to Indian boarding school, rural and reservation. The goals of this project not only provide academic tutoring and counseling services, but it also offers a Cultural Studies program designed for the multiple tribes represented by the students identified in the needs assessment. The project staff consists of the Director, the Project Secretary, the Tutor Coordinator, the Student Advisor and over 20 part-time tutors.

WHAT WORKS MOST EFFECTIVELY

The Title V Indian Education Project has developed a successful Indian Studies Cultural Program that has been included as a part of the curriculum in many of the district schools. Additionally, both tutoring and counseling services have proven to be effective in meeting the deficiencies identified in the needs assessment.

WHY IT WORKS

The design of the project, which contains three components, academic tutoring, counseling service and a specially designed Cultural Studies program meet the critical needs of many of the Native American students and is fully supported by the Local Education Association (LEA). The LEA members are instrumental in planning and developing educational and culturally related activities for the upcoming school year.

HOW IT WORKS

The initial phase of the project identifies the needs of the Indian students. The Indian staff then holds meetings with the parents, students and school personnel to design and develop the material necessary to meet the needs of Indian students for the upcoming school year. Using an evaluation instrument developed for each of the components, the project is monitored closely to assure the goals are being met. Finally, student progress and successes are recognized through an Open House held in the fall, Indian Parent Committee meetings scheduled once a month, the Indian Dance Troop and a monthly newsletter highlighting activities, schedules of events and meetings in advance.

HOW THE PROJECT HAS PROVEN ITS EFFECTIVENESS

The long term evidence of effectiveness will be based on the extent to which those students receiving services are successful in determining their career choices.

WHAT MAKES THE PROJECT UNIQUE

The program activities have attained, through the three components of the project, increased student participation and the acceptance of the curriculum into the district schools. One of the unique features of this project is the Indian Dance Troop. The students must maintain a certain grade to be able to perform at school functions, assemblies, community programs, nursing homes, government facilities and private enterprises. This has been a good motivator to maintain theirgrades and succeed in school.

OIE EFFECTIVE SHOWCASE PROJECT
CENTER VI

SITKA NATIVE EDUCATION PROGRAM

Sitka School District
P.O. Box 179
Sitka, Alaska 99835
Ms. Judith Mears, Program Director

PROJECT DESCRIPTION

The School District's Title V Indian Education Project, located in Sitka, Alaska currently serves 696 Native Americans in preschool through 12th grade. The goals of the Sitka Native Education Program (SNEP) are designed to promote Tlingit language and culture, improve academic performance and promote self-confidence and positive self-identity. In conjunction with the culture lessons, this year the parents requested that a naming ceremony be incorporated into the program. The staff consists of a program coordinator, tutors, three Tlingit instructors, a home/school coordinator and a cultural activities coordinator.

WHAT WORKS MOST EFFECTIVELY

Continuity of more than ten years of consistency in providing opportunities for Sitka students to learn the Tlingit language through specially designed lessons and oral practice has created a generation of confident Tlingit language users within the community. This benefits students by allowing them to use the language and cultural knowledge obtained through the project outside the classroom. This brings about a positive relationship between the Native community, schools and the non-Native community.

WHY IT WORKS

The project works because of the positive self-perpetuating cycle that ensures successful outcomes and because of the support of the project by staff, parents and the communities, both Native and non-Native.

HOW IT WORKS

The initial assessment determined that a highly qualified Native staff be employed to design and develop both curriculum and schedules to maximize the time spent with students. Another need identified was the receiving a "Native" name and the traditional way to bestow this honor. A review panel that involved the students, parents, teachers, district administrators, and tribal and community leaders took place to communicate and promote the needs and objectives of the program. The objectives were implemented to allow students to participate in a traditional potlatch; to provide families with an opportunity to research the name and its meaning and be a part of the planning and program.

HOW THE PROJECT PROVES ITS EFFECTIVENESS

Since the initiation of the program over ten years ago the long term evidence of effectiveness and awareness of the project has been a greater appreciation for and acceptance of Tlingit culture by the non-Native students and community members.

WHAT MAKES THE PROJECT UNIQUE

The project is unique in that the parent committee made the decision of hosting a naming ceremony giving the responsibility for name selection to the parents. Since this is a "new" component to the project it has proven to be exciting and educational to both students and adults and allows the parents and students to be active and involved in the project.

OIE EFFECTIVE DISCRETIONARY SHOWCASE PROJECT
CENTER I

PROJECT SMOKE SIGNAL

Native American Indian Association (NAIA)
211 Union St., Suite 932, Stahlman Bldg.
Nashville, Tennessee 37201
Ms. Sue Braswell, Project Director

PROJECT DESCRIPTION

In the 1950's, during the Termination years, a group of Choctaws left the reservation in Mississippi and relocated in Lauderdale County, Tennessee. For the next forty years they experienced many language and cultural barriers that resulted in a 100 percent drop-out rate within the young people as a group. In 1989, through close coordination and collaboration of the Native American Indian Association (NAIA), Choctaw Community, Lauderdale County Board of Education and the Tennessee State Department of Education, a project was formed and agreed upon to identify and meet the needs of these students. The overall goal was to serve the Choctaw students grades K-12. The objectives focused on academic tutoring, homework sessions and an after-school center which would provide cultural education for students. Additionally, they operate an eight-week summer program which concentrates on the components mentioned above. Services are provided to students to enable them to become successful and serve as role models for the rest of the community. This project is staffed by a Director, a full-time Administrative assistant and four bilingual Choctaw women.

WHAT WORKS MOST EFFECTIVELY

The after-school centers provide services for 43 Choctaw students enrolled in the county schools. Assistance in completing homework assignments and small group or individual academic tutoring from certified teachers have been effective in meeting project goals. Additionally, language and cultural instruction in traditional Choctaw activities, crafts and music coupled with supervised leisure time have provided a great boost in goal attainment. The summer program is an intensive combination of the endeavors listed above and has been extremely beneficial in providing positive reinforcement to school year activities.

WHY IT WORKS

The project works because of the strong, positive partnership between NAIA, the Choctaw Community, The Lauderdale Board of Education and the Tennessee State Department of Education. As a result of this cooperation, everyone has been included in all phases of the project from proposal development, application, project implementation, and evaluation. The project has been recognized as an important part of the community.

HOW IT WORKS

Utilizing culturally based literature and manipulative materials as a math approach, the students are successfully mastering academic skills. Conferences involving the staff, parents and students are held every six weeks to ensure the identified needs are being addressed. Additionally, home visits are made to ensure that communication between school and home are understood.

HOW THE PROJECT HAS PROVEN ITS EFFECTIVENESS

Smoke Signal Project began in 1991, there are four Choctaw women from the program now attending college and several of the Choctaw students are helping to run the after-school centers. The forty students enrolled in the project have had near perfect school attendance.

WHAT MAKES THE PROJECT UNIQUE

The unique quality of this project is the coming together of so many diverse groups to establish this program and see that it is carried out in such a manner that it will serve Choctaw students. A new exciting feature of this project is a Choctaw language pre-test being developed.

EXEMPLARY PROGRAMS IN INDIAN EDUCATION

INTRODUCTION

What "Exemplary" Means

These programs are outstanding, above-the-norm, programs in schools which have Indian students as their intended target audience. These programs illustrate the high success rate which is just starting to emerge in Indian Country's schools.

The word "exemplary" means basically an example for others. It may not be one of a kind or unique, but a model which sets the standards for others. That we now have at least 12 such programs is quite an accomplishment for Indian people. Ten years ago there were no exemplary programs. All the programs described in this listing are less than 10 years old.

Words used to describe exemplary programs include: outstanding; stellar; superlative; preeminent; and magnificent. These words describe programs which do not entertain thoughts of mediocrity. Their heads are in the clouds, their minds are constantly on excellence, and their expectations are extremely high.

These programs, by definition, are in the top five percent of education programs based on measurable outcomes. In most cases, they are in the top one percent nationally. The U.S. Department of Education's National Diffusion Network lists only 180 Exemplary education projects in the entire U.S., thus the projects listed here may mean Indians are over-represented in the number of Exemplary programs which exist now in Indian Country.

Exemplary programs, by definition, achieves their status by the outcomes achieved by students. It is not programs, practices, plans, and professional development. Any one of these elements may be present in a program and still not considered exemplary. It is in the hard work, academic performance, and student outcomes that the term "exemplary" represents.

Students in exemplary programs behave differently from other students. They are eager to attend school. They have high rates of attendance, often above 95 percent. They are eager to learn and read books assigned to them every year. It is not unusual to find an exemplary student reading three to four books per week, year-round.

Exemplary programs tend to focus on one area, and that area alone. However, four of the 12 schools described here have a more comprehensive set of goals and objectives. These schools set out to acomplish one area well at first and after that was done, the school added another component in another subject area, then another, and so on. Most schools, however, are now so new that total, comprehensive reform is still a few years ahead. Only one of them started its new direction with total reform as its goal.

Most exemplary programs come from the bottom, apparently, and not from the top. That is, school boards and superintendents can mandate change, can come up with magnificent plans, and can find funds for the programs. This scenario has been followed hundreds of times, in Indian Country and elsewhere. But it seldom works in reality.

In contrast, programs which start from the bottom, by parents, teachers, students, and counselors, can work and work well. This is not to say that the principals and superintendents should not support such programs. They should support them, very strongly. Too often, the person who develops an exemplary program and nurtures it through to full growth and maturity is fired for his or her excellent work. Thus the systems kills its most promising children. Change is dangerous, to the trustees of the system. It does not seem to matter them if outstanding or poor things are happening in the systems they inherit. School board members and school administrators almost always look upon themselves as the trustees of the schools and all their programs. They often insist that everyone in the system follow their rules.

Thus often exemplary programs are a threat because they do not follow the rules. The rules in Indian Country are that Indian students are not to be challenged by school work very much, their parents are to be excluded from the process, homework is to be given lightly if at all, and students will be educated for blue-collar work.

COMPREHENSIVE SCHOOL IMPROVEMENT PROGRAMS

DROPOUT PREVENTION PROGRAM

Cass Lake Local Indian Education Committee (LIEC)
Route 3, Box 4
Cass Lake, MN 56633
Judy Hanks, Director,
218-385-2214

FOCUS

A. Dropout Prevention Program
B. Ojibwe Language and Culture Program

DESCRIPTION

Indian students in the Cass Lake-Bena School District total 580 students. Most of the students are Ojibwe from the local Leech Lake Indian Reservation, 20 miles east of Bemidji, MN. These students experience the same problems that most Indian reservations experience- unemployment at 63 percent, children from single-parent families, and an over-abundance of social ills.

PREVIOUS BASELINE INDICATORS

1. Dropout rate for Indian students from 9th through 12th grade.

2. Pre-test and post-test scores on the Ojibwe Language and Culture program.

3. Dropouts: Our Indian dropout rate in 1983 was 60 percent.

4. Ojibwe Culture: Indian students before we started knew little of their language and culture.

BASELINE CHANGES

1. Dropouts: dropout rate decreased to 23.5 percent in 1991.

2. Ojibwe culture: The following are the mean pre-test and post-test scores for 1990-91 Indian Studies classes.

CLASS	PRE-TEST	POST-TEST	CHANGE	N
Ojibwe History	19.0	85.6	66.6	18
Eastern Tribes NA	15.1	82.7	67.6	17
Tribal Govt	17.7	83.2	65.5	13
Ojibwe Literature	18.0	85.2	67.2	9
Western Tribes NA	17.9	83.9	66.0	13
Native Amer History	17.9	87.5	69.6	10
AVERAGES	**17.6**	**84.7**	**67.1**	**80**

METHOD USED

How baseline data and follow-on data were collected, recorded, scored and analyzed.

1. Dropouts: The calculation of dropout rate is accomplished by tracking the originally-enrolled ninth grade class through a multi-year tracking system. For example, of an original class of 63 students, 31 were Indian students. Of these, five dropped out of school either here in Cass Lake, or at the school they transferred to. This yields a dropout rate of 16.1 percent. Using this method of tracking, the compounding effect of student tr ,nsfers on the dropout rate is nullified.

2. Ojibwe Culture: All students participating in a given class are pre-tested at the beginning of each quarter, and post-tested at the end of each quarter, to measure the effectiveness of the teaching methods and curriculum retention.

The Cass Lake-Bena Indian Education Program has been in operation since 1972, providing for the needs of Indian students attending district schools. The present enrollment of 870 consists of 67 percent Indian and 33 percent non-Indian. The supplementary services and programs that are provided for Indian students through the Indian Education Department include:

- o One-to-one and group counseling
- o Tutorial Assistance
- o Parental cost assistance
- o Medical and dental transportation
- o Indian Club
- o Quarterly Newsletter
- o Referral services
- o Home-School liaison services

- Recognition and incentive activities
- Ojibwe culture activities
- Chemical dependency resource library
- Student mentor program
- Post-secondary preparation services
- Ojibwe language and culture instruction
- Native American and Ojibwe culture and history instruction
- Technical assistance for teachers and administration
- Drug prevention and awareness curriculum
- Attendance monitoring program
- Drum group

The development of an understanding of Ojibwe culture with non-Indian students results in better relationships between Indian and non-Indian students. The Drum Group has been very active and visible, acting as an ambassador for Indian culture in the community.

The most important point is that not one component functions by itself in a microcosm. Rather, it is the cooperative effort involving all program staff, made possible by the administration of a comprehensive Indian Education Program. This insures that services are not duplicated, and that the greatest benefit is realized with financial efficiency. The program annually conducts a needs assessment to ascertain the relevant needs to be addressed.

HOW TO REPLICATE

This program is applicable to any Indian school district. It takes some time to develop curriculum materials, and it takes time to build the necessary parent support. But it can be done. Goals and objectives have to be set carefully, and monitored rigorously, to make changes occur.

ADULT EDUCATION PROGRAM

Adult Education Program
Denver Indian Center, Inc.
4407 Morrison Road
Denver, CO 80219
Lynda Nuttall, Director
308-936-2688
308-937-1005

FOCUS

The focus of the Adult Education Program is on the non-traditional adult student who was unsuccessful in the traditional classroom environment. The Adult Education Program provides the means for these students to acquire competency-based education through the practice of three educational guidelines:

a. To provide educational services that address adult literacy and enhance the adult learner's basic skills through reading, writing, speaking and math computation.

b. To provide a family literacy program that enables families to utilize their own strengths in order to facilitate the individual growth and development of parents and children alike.

c. To provide basic computer training that will enable students to develop and improve career and employment opportunities, as well as promote self-esteem and self-confidence.

DESCRIPTION

Presently, the Adult Education Program (AEP) at the Denver Indian Center is the only program in Colorado which has been specifically designed to meet the educational needs and goals of the American Indian adult student who is in transition from the reservation.

The Adult Education Program is open to all people in need of educational services who are 16 years of age or older. Although the majority of the students who attend classes here are American Indian, services are also provided to African Americans, Hispanics, Asians and Caucasians. The program is provided free of charge and there

are no eligibility requirements. The targeted population for this project are families of low socioeconomic status at various levels of educational achievement.

STUDENTS SERVED

The AEP provides daily instruction in an open entry/open exit basis. Program services are available without eligibility criteria for all interested students. The program accommodates different stages of educational growth with instructors taking the time to ensure that all individualized educational plans are appropriate for each student. Culturally based and regular classroom materials are used for instruction.

PRIOR BASELINE INDICATORS

In 1980, under a contract with Indian Health Service's Albuquerque Area Office, the Denver Indian Health Board conducted an analysis of the Indian population, scrutinizing variables such as age distribution, tribal affiliation, educational characteristics, family income, and health problems. Some of the findings include:

- 75 percent of the 7,419 Indians surveyed had less than a high school diploma.
- 45 percent of the adult Indians had only grade school experience.
- 33 percent of the eligible work force was unemployed.
- 66.6 percent of the Indian families in Denver lived in poverty. The average income for an Indian family in Denver was under $6,000. The median was $4,268.

In the Denver area:

- Of the 10,599 Indians in the Denver seven county area, an estimated 8,340 were below the 1979 poverty level (78.7 percent).
- 83 percent of the total Indian adults age 25 and over had not completed high school.

The educational and economic problems were augmented by cultural differences, and social and psychological problems. The problems were magnified by the transition from a rural to an urban setting. The complexity of the inner city, drastic

changes in pace of life, differences in values, and the realities of subtle and blatant discrimination, caused many Indian people to experience frustration, rejection, and discouragement.

The Denver metropolitan area, although having numerous ABE/GED programs, did not have a program that worked specifically with and for American Indian students. The Adult Education Program was designed specifically to meet the needs of those American Indian students. The classroom is conducted in a non-traditional setting, with an understanding of mutual respect and acceptance between staff and students.

BASELINE CHANGES AND METHODLOGY

The data are collected by use of the TABE (Test of Adult Basic Education), Microsoft Works (charts), and Paradox (statistics). The analysis is done by the staff of the AEP. The majority of the data were collected in the fiscal year 1991-1992.

METHOD USED

Tests are given to the computer students to measure their progress. Students are tested upon entry with the TABE. If they score below the ninth grade level, they are assigned to the Adult Basic Education (ABE) component. If they score at or above the ninth grade level, they are assigned to the GED component. Classes are held from 8 am to 4 pm, Monday through Friday, and on Monday and Wednesday evenings from 5 to 8 pm.

Individual Education Plans (IEPs) are developed for each student. Students work at their own pace. Some can move from 7th or 8th grade all the way through high school level, and earn their GED in a year. Others take a year to move up one or two grade levels. Students learn and use computers if they want.

HOW TO REPLICATE

Our ABE/GED is already implemented in two additional sites, Arapahoe House and Eagle Lodge. The Family Literacy Program has developed its own curriculum and has held a national conference. The curriculum, although designed with American Indians in mind, can be used with any culture.

TOTAL QUALITY MANAGEMENT PROGRAM

Mount Edgecumbe High School
1330 Seward Avenue
Sitka, AK 99835
Bill Denkinger, Principal
907-966-2201, Fax 907-966-2442

FOCUS

Total Quality Management, school-wide.

DESCRIPTION

All High School (Boarding) students.

STUDENTS SERVED

Alaska Natives from rural areas.

PRIOR BASELINE INDICATORS

Tardies:	34 per week
Dropouts:	high
Teacher turnover:	high

BASELINE CHANGES

Tardies:	Reduced to 20 per week
Dropouts:	Reduced to zero for 1990-91
Teacher turnover:	Reduced to zero for 1990-91
Graduates:	46% in postsecondary school 35% work full-time, 11% unknown/unemployed, 5% homeworkers, 3% military.

METHOD USED

1. Four 90 minute classes per day.
2. Cooperative student learning.
3. Treat students as customers, not just recipients of learning.

4. Use better tools, computers (90 for 213 students), laser disks, science equipment, study times.
5. Train students in library technology.
6. Open computer lab, library, and science facility at night to all students, average 45 students per night.
7. Increase homework to 15 hours a week.
8. Reduce tardies.
9. Reduce dropouts.
10. Control student discipline through peer pressure.
11. Promotion of school mission.
12. Reduce number of withdrawals.
13. Increase teacher decision-making.
14. Provide one week of quality training each year.
15. 90 minutes each week staff meetings.
16. Track progress of graduates.
17. 2:1 student-computer ratio.
18. De-emphasize job titles.
19. Develop extended family concept, teachers/students/parents.
20. Adopt "Glasnost" as part of school philosophy.
21. Teach and use long range planning/flow charting.
22. Train teachers to write grant proposals.
23. Student involvement in classroom management.
24. Use students as quality trainers and tutors.
25. Saturday schools in current issues.
26. All teachers can use computers.
27. Train teachers and students three hours a week in quality processes.
28. Students study 20-25 hours per week.

HOW TO REPLICATE

The Total Quality Management Program can be replicated by anyone; it is not restricted to a specific area, population, or persons.

INDIVIDUAL STUDENT LEARNING PROGRAM

Rock Ledge School
330 West Hickory Street
Seymour, WI 54165
Ms. Diane Pochron, Title IV Teacher
414-833-7380

FOCUS

Remedial tutoring in nature for Readiness, Reading and Language Arts, Math. We also provide assistance for students in the area of Task Completion.

DESCRIPTION

Population intended to reach: Kindergarten through 5th grade. Residence is primarily rural Oneida Reservation American Indians, primarily Oneida Tribe of Indians. Primarily low to average income. Low academic functioning, specific learning problems, i.e., processing, attention difficulties, and/or poor study skills or habits.

STUDENTS SERVED

Population intended to reach: Kindergarten through 5th grade. Residence is primarily rural Oneida Reservation American Indians, primarily Oneida Tribe of Indians. Primarily low to average income. Low academic functioning, specific learning problems, i.e., processing, attention difficulties, and/or poor study skills or habits.

PRIOR BASELINE INDICATORS

Various approaches have been utilized for academic interventions in the past 10 years and have been successful. The past two years have seen change in emphasis to an individual learning style approach, and successful results have continued to be realized.

BASELINE CHANGES

Scores previous to 1990 are not comparable due to testing differences. 1990-91: 100 percent of American Indian students at Rock Ledge School passed State Reading Competency Test, 80 percent of the Title V students gained one or more years

growth in reading, and 70 percent of Title V students gained one or more years growth in Math.

METHODS USED

A variety of methods is used depending on the learning style and specific need of each child. Some pullout (into Title V room) is done, and sometimes the Title V teacher goes into the classroom to team teach with the classroom teacher. The student is tested for individual objectives. Remediation is provided on skills not yet mastered. Objectives are also coordinated with the regular classroom teacher, i.e., in reading, children practice reading, vocabulary and do language activities and skills using the child's basal (the basal is a good literature-based text), and at the same time, classroom teachers are on the same story and skill; in math, skills are reinforced at the same time they are being taught in the classroom. Some specific methods used include Orton-Gilligham Multisensory reading method, Whole Language and Language experience, Dolch Sight Vocabulary Lists, individual Oral phonics drills, Math flashcards, and games.

HOW TO REPLICATE

The project could be replicated by others. Specific training would be required with certain teaching methods. The basic concept of the program and day-to-day routines could be successful with all populations because they are very specific to meet the diverse needs of each child.

BIO-PREP PROGRAM

Bio-Prep Program
Tuba City High School
PO Box 67
Tuba City, AZ 86045
Manuel Begay, Director
602-283-4211

FOCUS

Preparing "average" native students for careers in science and health.

DESCRIPTION

8th graders who are performing at the 8th grade level in math and reading are entered into the Bio-Prep Program as 9th graders. They remain in the program all the way through high school.

STUDENTS SERVED

Many students live in traditional hogans, with dirt floors, no running water, and no electricity. The parents are often poorly educated, and do not know how to support their children to plan for higher education.

PRIOR BASELINE INDICATORS

Prior to 1985, Tuba City students took little math and science in high school. Perhaps 15% went to college each year, and most of them dropped out of college early in their college careers. Almost none went to prestigious colleges. Most had never thought of having a career as a professional person, or of going into science study. Pre-college test scores were low. Attendance was low, and 65% of our students dropped out of high school before they were graduated. While only two percent of our students are non-Indian, the valedictorians before 1989 were almost always non-Indians. The National Honor Society chapter was made up almost exclusively of non-Indians. Prior to 1985, having honors classes, Advanced Placement classes, and having our students take the Advanced Placement (AP) exams, was unheard of.

BASELINE CHANGES

1. The Tuba City valedictorian from 1989 - the first graduating class of the Bio-Prep Program - was one of the first Navajo valedictorians from Tuba City. He is now at MIT with a full tuition scholarship, studying astronomical engineering. The 1990 Valedictorian is also at MIT, and is a Bio-Prep graduate. The 1991 valedictorian, a Bio-Prep graduate, is at Arizona State University studying Biomedical Engineering. Other graduates have won appointments to the Air Force Academy and to West Point.

2. For the past several years, Bio-Prep graduates have won a disproportionate number of the Navajo Nation's Chief Manuelito scholarships, valued each at $25,000 for five years. Up to 13 of the 60 scholarships have gone to Tuba City seniors. There are 67 high schools on the Navajo Reservation, but our one school takes 15% to 20% of the Manuelito Scholarships each year.

3. In 1990, 100% of the Bio-Prep graduates entered college.

4. In 1990, our students scored an average of 527 on the SAT Math test, which matches the highest-scoring group in the nation, Asian students.

5. In 1989, 1990, 1991, and 1992, the valedictorian has been a Navajo.

6. The National Honor Society is now overwhelmingly made up of Navajos.

7. Most of our graduates each year now take and pass the AP physics and chemistry exams.

METHODS USED

1. Intense guidance and counseling by both Mr. Begay and Mr. DeWoody is essential.

2. Evening sessions to help students prepare to take the ACT and the SAT are ongoing.

3. Four years of math, including calculus, are required. Six courses in science are required, as follow: 9th grade: Advanced biology and math-physics 10th grade: Biochemistry 11th grade: Chemistry and physics 12th grade: Advanced Placement physics, or anatomy and physiology.

4. Field trips.

5. Summer study for 75 to 100 students each year to study at universities and prep schools. Students attend Phillips-Exeter, Middlebury College, Cornell, Georgetown, Brigham Young, the University of Denver, MIT, and the University of Arizona.

6. The Extended Day Program, from 7 am to 9 pm, provides one math teacher and one English teacher in a classroom to help students study, do homework, work on test-taking skills, and improve their language ability.

7. Individualized tutoring by teachers is ongoing.

8. Curriculum development is ongoing, innovative, challenging, and developmental. This is pulling the rest of the high school along with it. Enrollment in physics class is up from two students in 1984 to 35 students in 1990, and in chemistry it is up from a handful of students to 80 in 1990.

HOW TO REPLICATE

This has been replicated so far at 39 schools with minority populations in the US. Ventures in Education, at 3 East 28th Street, New York, N.Y. 10016, 12) 696-5717, is the national operator of the program, and can be contacted for implementation/ replication assistance and advice. Every Indian high school should have this program. Starting it is always disruptive, but with support from the school administration and the school board, it can be used to upgrade education for a whole high school, not just the science students.

INTEGRATED LEARNING SYSTEM

Wellpinit School District
Box 390
Wellpinit, WA 99040
Reid Riedlinger, Superintendent
509-258-4535

FOCUS

Goals: The Wellpinit School District has initiated an innovative and direct goal orientation for students and the district.

Curriculum: Wellpinit has a mastery-based curriculum with specific targets that support the goal outline. The curriculum is in two parts; text and teacher based, and Computerized Curriculum based.

Accomplishment of the district and student goals is moved by mandates that stress the items listed below:

1. Students shall master multiplication tables up to 12 by grade four.

2. Students shall master eight parts of speech by grade six.

3. Students shall read one grade level above their present grade by grade four.

4. Students shall master geographical and political awareness of their state, country, geo-political entities of the world, and major geological components of the planet by grade nine.

5. Students shall pass a master competency grade level exam prior to passing to the next higher grade.

The model Wellpinit curriculum is in two parts: traditional test-oriented, and a computerized integrated learning network. The curriculum was rewritten in its entirety two years ago and the computerized program was established to provide remediation, online instruction, and enrichment through the sophomore college level grades.

All classrooms have a minimum of six master-networked computers attached to servers that access the computerized curriculum.

READING

1. In conjunction with the textual reading and computerized reading programs in grades K-12, high school students act as peer reading tutors for elementary students.

2. K-2 students are involved in the IBM Writing to Read program plus computerized spelling, math and reading.

3. All students 7-12 access Word Perfect (computer program) for in-class reading and writing lessons.

4. All students K-6 are mandated two language arts/reading classes per day.

5. All students in grades 7-12 not able to secure an 80 percent mastery in reading, language arts, or math on a standardized national test must take a second required elective of reading, language arts or math class.

6. High school students must pass 28 credits to graduate, on a seven period day.

TEST SCORE IMPROVEMENT

1. The overall district Metropolitan Achievement Test (MAT) scores averaged in the 23rd percentile in the fall of 1990.

2. The overall school Comprehensive Test of Basic Skills (CTBS) scores in the fall of 1992 averaged in the 54th percentile, an improvement of 31 percentile points.

3. District Grade Level Evaluation (GLE) exams should see improvement in the scores again in the spring of 1993.

4. The district is expecting an increase in test scores to the 80th percentile nationally by the year 1996.

DROPOUT PREVENTION

1. The drop out rate for the last two years has been less than one percent overall. Two students dropped out of school this year. They were the two students who dropped out last year and attempted a return. Both students are scheduled for GED and Life Skills programs at the school.

2. All students are given an Individual Education Planning Profile (IEPP) starting in the 7th grade. That profile identifies the start of a career and/or college track. The early identification helps to clarify the direction for high school courses and college career awareness.

3. Each student in grades 7 through 12 has an academic and cultural counselor in the school. A continual check is made with family members and educational personnel of any drop in grades or attendance. The superintendent intervenes personally with counseling and discussion with students who find themselves in jeopardy of failure for absences.

4. Students in grades K-6 have a certified teacher who is also a Spokane Indian and who acts as the traditional counselor. He teaches and counsels students in anger management, group process, and traditional cultural skills and awareness during regular classes on a continual basis.

5. Wellpinit has no case of any student in grades K-9 dropping out of school since 1990.

6. The average daily attendance in Wellpinit this year is 94 percent. The attendance rate in the spring of 1989 was 65 percent.

DESCRIPTION

1. Wellpinit School District is a publicly funded school on Spokane Indian Reservation in Wellpinit, Washington. All Wellpinit School District students reside on the reservation. 98% of the students are American Indian or descendants of federally recognized tribal members. The student enrollment is approximately 260 students, K-12.

2. The Spokane Indian Tribe has an enrollment of approximately 2,400 with a reservation population of about 1,500.

3. The economy of the Spokane Reservation is comparable to other reservations. The 1992 unemployment rate was 65%, which is the highest unemployment rate of any area in the state of Washington.

4. The psychological-social status of families of our students is also comparable to other reservations, e.g., alcoholism, child abuse and neglect, single parent families, drug abuse, low self-esteem, poverty, etc.

5. Nationally, students in Indian schools, either BIA or tribal schools, have traditionally scored at approximately the 25. ercentile. Wellpinit students until 1990 were no different and scored at the 23rd percentile. Wellpinit grade level scores are presently at the 54th percentile. This, incidentally, is two points higher than 1992/93 scores in metropolitan Spokane, Washington.

STUDENTS SERVED

As indicated in item #3, the Wellpinit School District serves about 260 students in the district. The district is located on the Spokane Indian Reservation. This district is a one-site District with a large newer educational center that incorporates 3 floors in grades pre-school through 12th grade. The school office and the district office are also housed in the building.

Students who reside in the district are primarily from the Spokane Tribe of Indians, and we also have students from the Colville Confederation, Nez Perce, Coeur d'Alene, Kalispel, and Blackfeet Tribes.

The socio-economic status of our students is a mixture of inter-tribal relationships and local families who have lived on the Spokane reservation since the tribe was recognized by the federal government. Except for one or two tribal businesses, the economic base of the reservation is made up of entities that offer primarily a service function.

The day-to-day financial concerns of the unemployed individuals come from selling chopped and cut wood for stoves, small shop mechanical work, governmental general assistance, state and county assistance, unemployment insurance, foster care, and pension and social security incomes.

The district also has some retired individuals as well as individual business firms that are contract-oriented in nature. A closed uranium mine also employs a skeleton clean-up crew. Some individuals also commute to jobs in Spokane, Washington.

Academically, reservation students have not been directed to higher education. It is noteworthy that while some students have graduated from college and have done well, the majority of students entering college have not finished, owing to family or financial considerations. Many of the students who have attended college work on the reservation or, in some cases, have opted to relocate off the reservation.

BASELINE INDICATORS PRIOR TO PROJECT

1. Attendance was 65%.

2. Truancy was high.

3. Drop-out rates showed students were not finishing high school.

4. High school classes taught by teachers who lived in other communities were seen as having little content value. The district has had a 60 to 70 percent turnover rate for two consecutive years. Poor teachers were reprimanded or asked to leave. The district passed a policy which stated that any newly hired teacher must live in the district with the goal of integrating teachers into the community and its student's needs.

5. No national recognition, e.g., National Honor Society. We now have an NHS Chapter.

6. No math courses beyond beginning algebra.

7. No science courses beyond basic chemistry.

8. Physical and verbal confrontational incidents were a daily occurrence in the hallways; general discipline was haphazard and out of control, with each teacher having a different set of classroom standards.

BASELINE CHANGES

Some data have been affected by turnover in staff as new standards for teachers were demanded. The new demands placed on teachers incorporated content value as well as an understanding and appreciation for at-risk students. Creativity and innovation were asked from teachers as well as the elimination of mind sets such as "I want to save the Indian," "I'm here to find my spirituality," or even, "I am here to educate the heathen."

In terms of curriculum-oriented changes, teachers had to accept the creation of a computer-student-teacher classroom and incorporate teacher-directed lessons with computer enhancement. Teachers were specifically asked to follow directed educational competency guidelines from sequential programs that tracked students from kindergarten through the 12th grade. Homework was mandated for all students nightly.

Teachers also had to accept the rural atmosphere of living with the student in the student's local environment. This helps enrich student contact because the residency allows teachers to stay with students after school and work with them on weekends.

METHODS USED

Methods will be addressed on five fronts: Community involvement; administration; staff; training; and students. Community involvement was spear-headed by the school board, which decided in 1990 they wanted a dramatic change within the district. They wanted Wellpinit students to achieve financial and personal successes; they wanted student pride for their school; and they wanted students to learn to compete at every level of their academic and professional development. They sought an administrator who would commit to such a vision and hard-hitting plan for the district.

A superintendent was hired with a proven track record of turning failing districts around (in Alaska). He held the belief that all students can learn at a faster pace if given jump-starts and an increasingly-paced routine, that expectations must be adjusted and readjusted while blending cultural differences, and that a plan has to be "larger" than one's self (including leaders, workers, and followers) as young people are taught to thrive in the larger, outside world. Curriculum guides and district goals were written that would produce quality learning and quality graduates. Because of his expertise in drive, grants were awarded in 1991 that placed Wellpinit in the forefront of rural and/or minority schools using technology and computer-assisted instruction.

Seven staff members who were not willing to adjust to the new plans, concepts, and vision were replaced. New staff in 1991-92 were challenged with developing unique models of teaching and learning which were actually based on imparting traditional basic skills within a creative and dynamic framework. An impasse with the union that had caused restrictive staff performance for three years was eliminated because of the new vision, staff, and plans for the district. Two teachers also acted as co-administrators in place of a principal. A coordinator for the computer-integrated learning system was hired to oversee the development of Josten's Plato; and Edunetics networking systems. Training for all teachers in computer knowledge and technologically

enhanced instruction was scheduled by having early school dismissals during 1991-92. Training has continued during 1992-93 with new teachers and some returning teachers, both in groups and as individuals.

Seven of the eight new teachers left at the end of 1992 and again new staff were hired for 1992-93. The one new teacher remaining, who had acted as a co-administrator, was named principal. The challenge for basic instruction, connection with students' learning needs and styles, creative lessons, and productive staff relationships were again sought by administration and school board members.

For students, high expectations were placed in front of them with financial rewards offered to assist in post-secondary educational plans. Discipline was consistent, enforced, and supported by parents and a core of students. Challenge to change the image of the school and students was issued often with positive words. Trips were planned to expose students to the "outside" world and leadership requirements (Closeup Foundation, Washington, D.C.; Pacific Rim Leadership Conference, Hawaii; Northwest Indian Youth Conference, Idaho and Seattle). Contracts were signed. Athletic activities were resumed, with standards for grades and discipline.

An ungraded multi-age classroom, "Lil" Red Schoolhouse," was established to curb student retention. This room provided a multi-age ungraded class for students who needed to master study habits and subject matter at their normal grade level, with the goal to return to their regular class before the end of the school year. A charter for the Junior and Senior National Honor Societies was obtained in 1991-92. "Gold Cards" with special rewards for grades 7-12 were issued in 1992-93 for students with a GPA of 3.5 or better. Student groups/teams have been called into the board room frequently for explanations, ideas, concerns, and praise.

HOW TO REPLICATE

This project will work with any population, in any size district. The Wellpinit project was not designed to teach "Native Americans." It was a plan to teach students who coincidentally happen to be American Indians. The philosophy of the district is that Wellpinit students' brains are no different from Japanese or German brains. The difference is in the methodology, presentation, and commitment to the student/community needs.

APPENDIX C

INDIAN EDUCATION FUNDING STATISTICS

INDIAN EDUCATION FUNDING STATISTICS

The following tables illustrate the status of Indian Education in assorted forms by budget and by enrollment in various educational settings.

Table 32 - This table is titled "Selected Indian Student Counts and Appropriations, FY 1993" and includes information which is hardly comprehensive, but is intended to provide a birdseye view of Indian student counts for certain federal funds used to educate American Indian/Alaskan Native students. We use this chart to calculate the number and percent of Indian students who attend schools on or in close proximity to Indian reservations. Approximately 270,000 Indian students attend public and Bureau of Indian Affairs schools that are on or near Indian reservations. This represents 61 percent of the 394,175 Indian students counted for purposes of Subpart 1 of Title V. Approximately 161,000 Indian students are normally Indian reservation residents. This represents 40 percent of the total number of subpart 1 of Title V Indian students.

Four states: Arizona, New Mexico, South Dakota and Alaska receive over 60 percent of federal Indian education monies. Nearly $376 million of a total budget of $613 million of the popular federal programs that provide funding for Indian education is spent in these four states each year. The Indian population in grades K-12 in these four states represents 35 percent of the total Indian population counted to generate federal funds. A subsection of this chart contains information pertaining to the Bureau of Indian Affairs' Indian Student Equalization Program (ISEP) according to state breakdown. The last column is the calculated per pupil expenditure and averages $6,139 per student. While there are a number of add-on weights which may contribute to the differences, the funding disparity between states seems to suggest some variation to the interpretation of the definition used to calculate add-on weights under the ISEP formula.

Tables 33 - 35 These tables show graphically the appropriation levels of the various subparts of the Indian Education Act for the previous seven years. Please note that while appropriation levels appear to be increasing annually, they have in reality fallen if you consider the amounts using the constant dollar calculations.

Table 36 - This chart shows the Indian Education appropriations under Subpart 4 for the last seven years. This category includes administrative costs for the Office of Indian Education and the National Advisory Council on Indian Education. The portion appropriated for the mission of the Council was approximately 14 percent of the total Subpart 4 budget in FY 1994. Between 1988 and 1994 the budget under Subpart 4 increased almost 64 percent, with increases mainly going for increased administrative costs and inflation.

Table 37 - This chart shows the Elementary and Secondary Education Program funding levels during the last 14 years. This graphically illustrates the comments made in the transmittal letter to the U.S. Congress at the front of this publication. While Indian Education programs have received general increases in appropriations, they have not kept pace with the growth in appropriations going to other Department of Education programs.

Table 38 - Represented here is the Indian Education Act appropriations by subpart covering the last seven years. During the period shown Indian education funding has increased $17 million or 20 percent.

Table 39 - Student population growth is measured in this table for selected years from 1983 to 1993. The fall enrollment figures are the total number of all students attending the nations schools during that time period. Public enrollment for Indians is the number of Indian Education Act student counted under Subpart 1 grants to LEAs. Private enrollment for Indians are those students counted by the National Catholic Educational Association which represents approximately 60 percent of private school enrollment. BIA numbers are overall student enrollment at Bureau of Indian Affairs schools according to ISEP enumeration. In 1993, the Indian student enrollment was .7 percent of all schools nationally.

Table 40 - This chart shows the Federal Indian Education budget for the last nine years for all identifiable programs having Indian education program components. Blanks in the chart are those years for which data was not available at the time of printing.

Table 41 - Indian student enrollment for Indian Education Act and Bureau of Indian Affairs programs. In addition to the breakout of student enrollment under each subpart category, we have included those counted under the Impact Aid program and Headstart. For comparison the number of Indian students counted between the ages of 5 and 18 are presented by state. Please note that some states identified less numbers of Indian students than some programs count.

Table 42 - This table shows the enrollment trend for educational categories for the last 15 years. Enrollment numbers have generally increased during the time span shown. Enrollment total national have increased 16 percent from 1980 to 1994.

Table 43 - 46 - These charts show the count fluctuation for all of the categories noted in table 42.

TABLE 32 SELECTED INDIAN STUDENT COUNTS AND APPROPRIATIONS, FY 1993

		DEPARTMENT OF EDUCATION INDIAN ED & IMPACT AID STUDENT COUNT/FUNDING				BUREAU OF INDIAN AFFAIRS STUDENT COUNT AND FUNDING						BIA-FUNDED SUBTOTAL					
		SUBPART 1 STUDENT COUNT, FY 93	SUBPART 1 LEA GRANTS	IMPACT AID STUDENT COUNT	IMPACT AID FUNDING	JOM STUDENT COUNT	JOM FUNDING	ISEP STUDENT COUNT	BIA BOARDING SCHOOL STUDENTS	BIA DORMITORY STUDENTS	PERCENT BIA BOARDING STUDENTS	ISEP FUNDING	ADMIN COST GRANTS FUNDING	STUDENT TRANSPORTATION FUNDING	BIA-FUNDED SUBTOTAL	BIA & EDUC DEPARTMENT FUNDING TOTAL	ISEP PER PUPIL EXPENDITURE -BIA FUNDED SCHOOLS
	AL	11,406	$1,150,803	0	$0	326	$32,600	0	0	0	0	$0	$0	$0	$0	$1,182,503	$0
	AK	25,775	$8,822,341	10,946	$51,016,030	20,022	$3,003,300	0	0	0	0	$0	$0	$0	$0	$81,331,041	$0
	AR	819	$101,799	0	$0	0	$0	0	0	0	0	$0	$0	$0	$0	$101,799	$0
	AZ	53,704	$7,108,298	29,750	$57,635,335	44,506	$4,705,800	13,784	3,315	735	24	$68,671,208	$4,350,200	$5,331,300	$78,152,706	$147,390,003	$5,679
	CA	31,390	$4,388,455	5,058	$7,625,175	8,546	$870,100	456	458	0	100	$4,218,600	$0	$203,500	$4,482,300	$17,373,030	$9,705
	CO	2,778	$478,998	573	$938,998	981	$71,800	0	0	0	0	$0	$0	$0	$0	$1,440,060	$0
	CT	110	$20,827	48	$108,998	54	$6,000	0	0	0	0	$0	$0	$0	$0	$142,529	$0
	DE	0	$0	0	$0	0	$0	0	0	0	0	$0	$0	$0	$0	$0	$0
	DC	0	$0	0	$0	0	$0	0	0	0	0	$0	$0	$0	$0	$0	$0
	FL	498	$78,468	245	$229,751	561	$60,600	154	0	0	100	$704,208	$206,700	$23,400	$934,308	$1,322,119	$8,067
	GA	0	$0	0	$0	0	$0	0	0	0	0	$0	$0	$0	$0	$0	$0
	HI	0	$0	0	$0	0	$0	0	0	0	0	$0	$0	$0	$0	$0	$0
	ID	2,081	$218,238	1,410	$1,080,333	2,271	$218,100	210	0	0	0	$1,013,708	$400,000	$204,000	$1,618,208	$4,033,871	$7,486
	IL	525	$88,702	0	$0	0	$0	0	0	0	0	$0	$0	$0	$0	$88,702	$0
	IN	111	$16,992	0	$0	0	$0	0	0	0	0	$0	$0	$0	$0	$16,992	$0
	IA	766	$110,482	118	$136,224	550	$50,700	62	0	0	0	$324,000	$212,700	$13,300	$550,000	$855,306	$8,885
	KS	1,808	$295,408	183	$250,221	186	$40,300	102	0	0	0	$435,200	$208,900	$156,100	$875,200	$1,500,130	$8,500
	KY	0	$0	0	$0	0	$0	0	0	0	0	$0	$0	$0	$0	$0	$0
	LA	3,817	$488,552	2	$1,837	105	$10,200	83	0	0	0	$293,100	$85,000	$2,700	$381,000	$839,989	$5,422
	ME	488	$79,883	102	$162,447	318	$85,000	361	0	0	0	$1,307,500	$387,000	$86,100	$1,821,400	$2,188,740	$5,045
	MD	844	$172,178	0	$0	0	$0	0	0	0	0	$0	$0	$0	$0	$172,178	$0
	MA	406	$79,584	0	$0	0	$0	0	0	0	0	$0	$0	$0	$0	$79,584	$0
	MI	13,812	$2,901,660	962	$1,332,029	3,960	$371,100	109	0	0	0	$552,500	$297,500	$141,500	$991,500	$5,196,709	$8,100
	MN	12,871	$2,056,507	3,009	$5,956,500	8,722	$985,200	1,076	0	0	0	$4,810,600	$1,716,200	$1,737,600	$8,254,300	$18,958,576	$7,675
	MS	1,480	$136,354	421	$375,798	375	$37,200	1,354	133	0	10	$5,631,700	$1,053,100	$384,000	$7,068,700	$8,418,052	$5,812
	MO	279	$40,033	0	$0	0	$0	0	0	0	0	$0	$0	$0	$0	$40,033	$0
STATE	MT	12,087	$2,013,809	7,079	$20,543,087	8,153	$975,600	300	0	122	0	$1,011,600	$383,700	$385,700	$2,190,500	$25,723,396	$5,038
	NE	2,398	$347,441	810	$3,021,978	2,125	$221,900	0	0	0	0	$0	$0	$0	$0	$3,591,320	$0
	NV	3,230	$480,225	1,057	$1,938,342	3,670	$332,300	60	9	0	0	$240,400	$150,100	$122,000	$530,300	$2,950,167	$13,250
	NH	0	$0	0	$0	0	$0	0	0	0	0	$0	$0	$0	$0	$0	$0
	NJ	375	$101,572	0	$0	0	$0	0	0	0	0	$0	$0	$0	$0	$101,572	$0
	NM	41,145	$4,842,628	17,075	$32,084,366	34,354	$3,842,100	10,815	2,088	498	25	$57,488,100	$3,746,100	$3,830,300	$65,064,500	$105,643,592	$6,018
	NY	4,643	$1,183,304	0	$0	2,055	$283,000	0	0	0	0	$0	$0	$0	$0	$1,476,304	$0
	NC	10,697	$2,795,988	723	$1,034,183	300	$29,800	1,021	0	0	0	$3,986,400	$782,900	$383,000	$5,077,200	$9,427,192	$4,973
	ND	9,108	$1,001,524	2,253	$4,380,161	4,623	$484,100	3,089	0	0	0	$19,672,700	$3,020,500	$1,305,000	$22,000,200	$29,843,985	$5,707
	OH	245	$38,785	0	$0	0	$0	0	0	0	0	$0	$0	$0	$0	$38,785	$0
	OK	70,023	$9,282,847	13,013	$10,858,117	53,521	$5,562,600	1,116	812	409	55	$7,552,800	$798,500	$433,700	$8,785,000	$42,488,364	$7,850
	OR	9,557	$1,205,351	1,171	$3,093,784	3,894	$390,100	414	414	0	100	$3,362,600	$0	$468,700	$4,031,000	$8,718,535	$9,730
	PA	0	$0	0	$0	0	$0	0	0	0	0	$0	$0	$0	$0	$0	$0
	RI	200	$30,429	0	$0	467	$70,000	0	0	0	0	$0	$0	$0	$0	$100,429	$0
	SC	0	$0	0	$0	0	$0	0	0	0	0	$0	$0	$0	$0	$0	$0
	SD	10,589	$1,662,808	5,074	$12,367,132	12,812	$1,311,200	7,108	1,267	76	19	$36,774,300	$5,585,300	$3,388,100	$45,747,700	$61,418,030	$8,438
	TN	0	$0	0	$0	0	$0	0	0	0	0	$0	$0	$0	$0	$0	$0
	TX	1,168	$154,721	84	$50,946	502	$53,400	0	0	0	0	$0	$0	$0	$0	$205,067	$0
	UT	5,199	$473,851	2,367	$3,057,807	3,038	$316,500	367	87	119	24	$1,919,600	$197,000	$127,000	$2,142,100	$6,000,058	$5,837
	VT	518	$115,361	0	$0	0	$0	0	0	0	0	$0	$0	$0	$0	$115,361	$0
	VA	80	$13,529	0	$0	0	$0	0	0	0	0	$0	$0	$0	$0	$13,529	$0
	WA	19,400	$2,995,443	8,113	$10,845,887	8,750	$933,600	1,070	74	0	7	$5,191,000	$1,736,300	$1,018,000	$8,344,800	$22,818,330	$7,741
	WV	0	$0	0	$0	0	$0	0	0	0	0	$0	$0	$0	$0	$0	$0
	WI	9,453	$1,941,750	3,084	$7,299,700	6,494	$804,900	953	0	0	0	$3,842,400	$1,016,500	$377,500	$5,236,400	$14,442,239	$5,829
	WY	1,827	$321,000	1,301	$5,981,275	2,175	$230,900	270	0	0	0	$1,153,600	$330,000	$122,000	$1,605,600	$8,066,325	$6,060
	UT*	0	$24,083	0	$0	0	$0	0	0	0	0	$0	$0	$0	$0	$24,083	$0
	Total	394,175	$56,330,000	119,062	$252,201,013	305,096	$29,037,500	48,107	9,836	1,950	463	$238,810,000	$36,574,000	$29,712,000	$277,496,500	$812,055,041	$6,139

TABLE 33

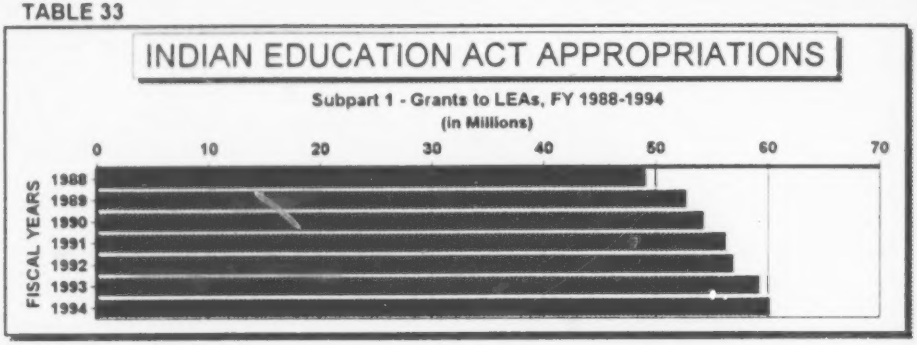

TABLE 34

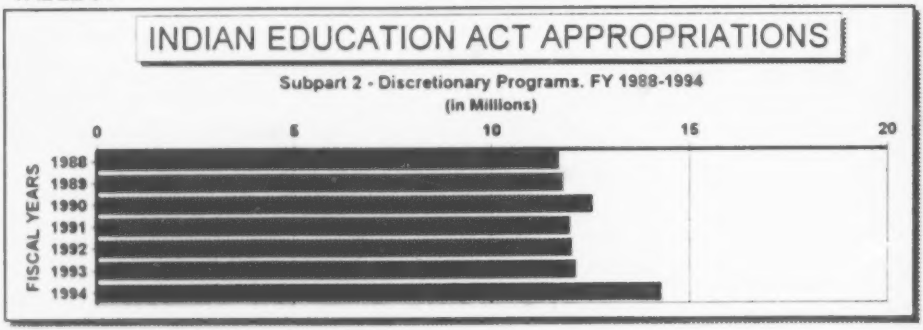

TABLE 35

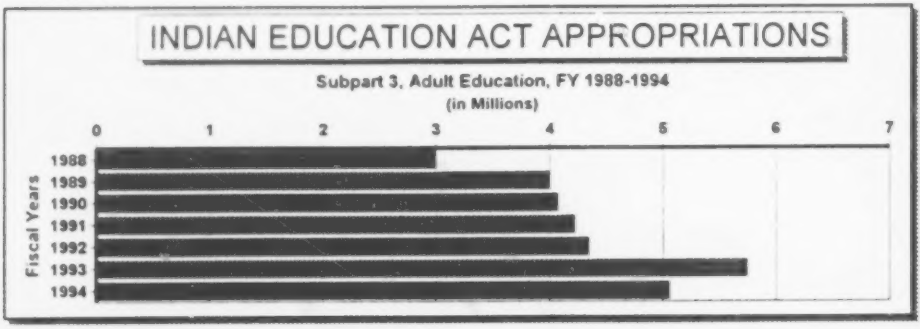

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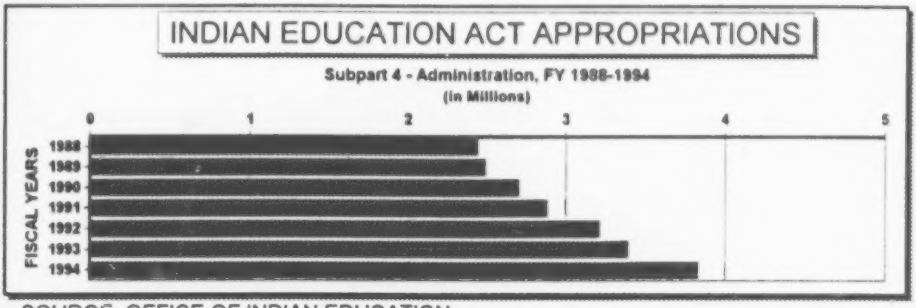
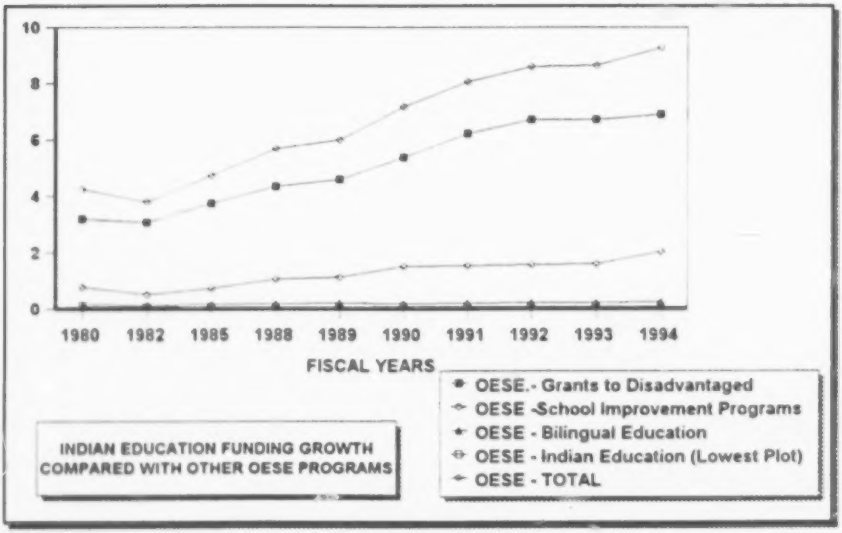
TABLE 36



SOURCE: OFFICE OF INDIAN EDUCATION

ELEMENTARY & SECONDARY EDUCATION PROGRAMS
Funding, Selected Years, 1980-1994 (IN BILLIONS)

TABLE 37



SOURCE: U.S. OFFICE OF MANAGEMENT and BUDGET, *BUDGET OF THE UNITED STATES GOVERNMENT*, fiscal years 1982-1994

OFFICE OF INDIAN EDUCATION APPROPRIATIONS

TABLE 38

			INDIAN EDUCATION APPROPRIATIONS, FY 1988-1994						
			FY 1988	FY 1989	FY 1990	FY 1991	FY 1992	FY 1993	FY 1994
IEA	Subpart 1	Local Educational Agencies	$45,670,000	$49,248,000	$50,825,000	$53,258,983	$53,965,000	$56,330,089	$57,150,000
		Indian-Controlled Schools	$3,500,000	$3,500,000	$3,451,000	$2,999,961	$3,000,000	$2,974,500	$3,094,000
		Total	$49,170,000	$52,748,000	$54,276,000	$56,258,944	$56,965,000	$59,304,589	$60,244,000
	Subpart 2	Ed Serv/Indian Children	$3,710,000	$3,710,000	$4,138,000	$4,045,000	$3,965,000	$3,931,297	$3,931,000
		Planning/Pilot/Demonstartion	$1,936,000	$1,936,000	$1,841,000	$1,896,000	$1,871,000	$1,856,096	$1,766,000
		Fellowships	$1,600,000	$1,600,000	$1,587,000	$1,570,000	$1,550,000	$1,735,125	$1,735,000
		Education Personnel Devel	$2,262,000	$2,262,000	$2,230,000	$2,214,000	$2,384,000	$2,363,737	$3,064,000
		Indian Technical Asst Ctrs	$2,200,000	$2,300,000	$2,268,000	$2,268,000	$2,268,000	$2,248,722	$3,816,000
		Gifted & Talented Program	$0	$0	$493,000	$0	$0	$0	$0
		Total	$11,707,000	$11,807,000	$12,557,000	$11,992,000	$12,038,000	$12,133,977	$14,300,000
	Subpart 3	Ed Serv/Indian Adults	$3,000,000	$4,000,000	$4,078,000	$4,226,000	$4,349,000	$4,560,900	$4,861,000
		Statistics & Assessments	$0	$0	$0	$0	$0	$1,189,800	$200,000
		Planning/Pilot/Demonstration	$0	$0	$0	$0	$0	$0	$0
		Total	$3,000,000	$4,000,000	$4,078,000	$4,226,000	$4,349,000	$5,750,700	$5,061,000
	Subpart 4	Office of Indian Education	$2,163,000	$2,206,000	$2,403,000	$2,545,000	$2,844,000	$2,936,823	$3,360,000
		NACIE	$286,000	$292,000	$306,000	$342,000	$374,000	$467,082	$476,000
		Total	$2,449,000	$2,498,000	$2,709,000	$2,887,000	$3,218,000	$3,393,906	$3,836,000
		Total	$66,326,000	$71,053,000	$73,620,000	$76,363,944	$76,570,000	$80,583,171	$83,440,000

Source: Office of Indian Eduction Program Files

INDIAN STUDENT AND GENERAL STUDENT POPULATION TOTALS SELECTED YEARS

TABLE 39

		FALL 1983	1983 INDIAN ENROLLMENT	FALL 1988	1988 INDIAN ENROLLMENT	FALL 1991	1991 INDIAN ENROLLMENT	FALL 1993	1993 INDIAN ENROLLMENT
All Levels	PUBLIC	48,935,000	335,509	50,350,000	324,176	53,310,000	347,291	55,298,000	394,832
	PRIVATE	8,497,000	10,700	8,135,000	9,200	8,248,000	10,352	8,621,000	10,000
	BIA	NA	39,331	NA	39,381	NA	40,481	NA	43,606
	Total	57,432,000	385,540	58,485,000	372,757	61,558,000	398,124	63,919,000	448,438

Source: U.S. Department of Education, National Center for Education Statistics, 1993

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TABLE 40

FEDERAL INDIAN EDUCATION SPENDING, FY 1986-1993

			FY 1986	FY 1987	FY 1988	FY 1989	FY 1990	FY 1991	FY 1992	FY 1993
IND EDUC FUNDING	DEPT OF EDUC	Indian Education Act	$64,187,000	$64,036,000	$66,326,000	$71,553,000	$73,620,000	$75,364,000	$76,570,000	$80,583,171
		Impact Aid (Maint /Op)	$221,583,918	$222,904,952	$234,853,559	$239,355,638	$243,690,065	$247,314,812	$250,449,020	$252,602,359
		Impact Aid (Const)	$7,200,000	Not Avail	$16,578,200	$7,681,000	$11,798,215	$12,305,000	$22,100,208	$3,871,919
		Indian Vocational Education	$9,564,367	$10,414,352	$10,462,777	$10,808,990	$11,009,952	$11,104,009	$12,348,740	$12,643,361
		Vocational Education Rehabilitation	$1,340,000	$3,202,500	$3,448,750	$3,625,750	$3,821,000	$4,082,000	$4,470,000	$6,202,940
		Minority Science Improvement Program	Not Avail	$877,663	$710,501	$548,523	$1,100,970	$621,966	$600,000	
		Institutional Aid	$2,252,000	$1,777,000	$1,569,000	$4,402,000	$6,585,342	$7,840,109	$7,294,887	$6,431,577
		Bilingual Education	Not Avail	Not Avail	$11,286,180	$11,286,180	$14,194,000	$13,600,000	$13,800,000	$16,871,880
		Library Services for Tribes	$1,658,250	$1,807,500	$1,803,750	$1,836,525	$1,814,340	$1,845,360	$2,410,480	$2,391,196
		Personnel Preparation	$2,248,480	$2,387,867	$1,940,421	$1,652,247	$1,650,272	$1,921,363	$3,092,941	$5,127,439
		Total	$310,034,015	$307,407,834	$348,979,138	$352,749,853	$369,284,156	$375,998,619	$393,136,276	$386,725,842
	DEPT OF ED THROUGH BIA	Chapter 1 Set-Aside	$22,225,000	$24,800,000	$27,778,851	$27,344,592	$25,217,025	$31,276,152	$34,542,059	$34,542,059
		Education of the Handicapped	$11,239,059	$11,517,643	$16,518,643	$18,286,876	$18,215,420	$19,044,568	$22,891,184	$24,396,235
		Math and Science	$500,000	$215,286	$400,000	$598,375	$686,660	$678,090	$1,068,986	$1,280,000
		Drug-Free Schools and Communities	$0	$1,945,000	$2,226,512	$3,475,000	$5,332,000	$5,665,000	$5,665,000	$5,665,000
		Infant & Toddler					$819,109	$853,490	$1,431,301	$2,138,889
		Bilingual Education1	$932,405	$986,952	$1,117,033	$1,031,609	$1,137,000	$1,509,231	$1,435,271	$1,478,287
		Homeless					$0	$0	$50,000	$50,000
		Title V Indian Education	$0	$0	$0		$2,576,368	$2,628,422	$2,611,508	$2,629,094
		Total	$34,896,464	$39,464,881	$48,041,039	$50,736,452	$53,983,582	$61,654,953	$69,695,309	$72,179,564
	BIA SCHOOL OPER	ISEP (Formula & Adjustments)	$150,174,000	$159,731,000	$163,120,000	$164,290,000	$176,052,000	$196,858,030	$201,932,187	$234,841,050
		Early Childhood						$1,492,140	$2,985,898	$5,523,646
		Facilities Operations & Maintenance						$0	$62,819,375	$64,427,670
		Institutionalized Handicapped)	$2,228,000	$1,428,000	$1,428,000	$1,428,000	$3,382,000	$2,216,325	$2,962,200	$2,936,823
		School Boards (Exp/Trng)	$1,182,000	$1,235,000	$1,235,000	$1,235,000	$1,183,200	$0	$0	$0
		Student Transportation	$11,139,999	$11,812,000	$11,962,000	$11,817,000	$12,489,000	$15,581,501	$19,016,337	$19,844,872
		Solo Parent Program	$0	$0	$108,000	$108,000	$131,000	$132,203	$148,110	$146,742
		Technical Support (Agency & MIS)	$8,198,000	$8,900,000	$8,900,000	$8,807,000	$6,990,000	$7,356,250	$7,358,105	$7,260,754
		Tribal Depts. of Education	$0	$0	$0	$0	$99,000	$99,476	$0	$0
		Substance Abuse/Alcohol Educ	$0	$5,400,000	$2,400,000	$2,391,000	$2,330,000	$2,207,372	$2,437,891	$2,435,124
		Administrative Cost Grants	$0	$0	$0	$0	$0	$18,900,440	$19,748,000	$26,846,142
		Total	$172,921,999	$188,506,000	$189,153,000	$190,076,000	$202,656,200	$244,843,737	$319,408,103	$364,262,823
		Johnson O'Malley	$22,053,000	$22,824,000	$20,351,000	$23,000,000	$23,252,000	$24,930,675	$23,589,973	$22,979,995

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TABLE 40

FEDERAL INDIAN EDUCATION SPENDING, FY 1986-1993

			FY 1986	FY 1987	FY 1988	FY 1989	FY 1990	FY 1991	FY 1992	FY 1993
IND EDUC FUNDING	BIA CONT EDUC	Postsecondary Education	$8,809,000	$9,577,000	$13,862,000	$11,386,000	$12,110,000	$10,252,991	$11,490,993	$11,171,230
		Special higher Education Scholarships	$1,750,000	$1,750,000	$1,910,000	$1,960,000	$2,131,000	$2,347,634	$2,417,155	$2,478,750
		TCCC (Operations/Endowment)	$11,701,000	$12,853,000	$13,786,000	$13,900,000	$15,825,000	$21,927,495	$23,394,468	$24,186,650
		Mansfield University	$0	$0	$0	$0	$395,000	$447,642	$0	$0
		Total	$22,260,000	$24,180,000	$29,558,000	$27,246,000	$30,461,000	$34,975,762	$37,302,616	$37,836,630
	TRIBAL PRIORITY	Scholarships	$27,988,000	$31,229,000	$28,770,000	$28,476,000	$27,635,000	$27,870,191	$29,897,485	$29,031,120
		Adult Education	$3,557,000	$3,566,000	$3,141,000	$3,138,000	$3,167,000	$3,318,519	$3,478,610	$3,428,607
		Tribal Colleges-Snyder Act Supplement	$892,000	$1,183,000	$918,000	$932,000	$904,000	$928,111	$1,046,644	$1,053,964
		Adult Vocational Training	$22,074,000	$21,851,000	$20,980,000	$17,712,000	$17,646,000	$16,927,000	$18,059,411	$16,853,000
		Other Employment Assistance	$4,624,000	$4,331,000	$3,264,000	$2,787,000	$2,992,000	$2,274,000	$2,440,531	$2,369,000
		Forward Funding	$0	$0	$0	$0	$0	$208,899,600	$0	$0
		Total	$59,135,000	$62,160,000	$57,073,000	$53,045,000	$52,344,000	$260,217,421	$54,922,681	$52,735,691
	OTHER PROG	Office of Construction Management	$33,884,000	$48,110,000	$41,160,000	$33,650,000	$33,710,000	$40,418,000	$87,784,000	$86,259,000
		Indian Health Service Scholarships	$6,499,000	$5,418,000	$7,646,000	$7,896,000	$8,799,000	$12,371,000	$12,151,000	$2,478,750
		Head Start (Health & Human Services)	$35,819,000	$39,044,000	$41,640,044	$41,773,791	$48,256,821	$56,127,205	$63,597,350	$74,700,000
		Job Training Partnerships Act (DOL)	$59,544,125	$60,959,701	$58,106,724	$58,996,005	$57,910,602	$58,441,065	$75,600,000	$77,318,244
		Institute of American Indian Arts	$0	$0	$2,656,000	$3,093,000	$4,305,000	$5,447,000	$6,312,000	$6,612,000
		Hist. Preservation Grants (Natl Prk Serv)	$0	$0	$0	$0	$0	$919,000	$950,000	$1,412,000
		Administration for Native Americans	$27,742,000	$29,989,000	$29,679,000	$29,974,988	$31,710,574	$31,478,406	$31,689,525	$34,506,860
		Childcare Development Block Grants	$0	$0	$0	$0	$0	$21,949,400	$24,688,125	$26,714,000
		Total	$163,488,125	$183,520,701	$180,887,768	$175,383,784	$184,691,997	$227,151,076	$302,772,000	$310,000,854
		Total	$784,788,603	$828,063,416	$874,042,945	$872,237,089	$916,672,935	$1,229,772,243	$1,200,826,958	$1,246,721,399

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TABLE 41 INDIAN EDUCATION STUDENT COUNT

		FY 1992 AMERICAN INDIAN/ALASKA NATIVE STUDENT COUNT BY PROGRAM										
		Department of Education - FY 93									Bureau of Indian Affairs	
	90 CENSUS, 5-18 Year Olds	SUBPART 1- Student Count	SUBPART 1 - Indian Controlled Schools	SUBPART 2 - Ed Services Indian Children	SUBPART 2 - Pilot Projects	SUBPART 2 - # of Fellowship Recipients	SUBPART 3 Education Personnel Development	SUBPART 3 Ed Serv / Indian Adults	IMPACT AID	Admin. for Native Americans INDIAN HEADSTART	FY 96 JOM STUDENT COUNT	FY 93 ISEP
AL	4,907	11,494	0	0	0	7	0	0	0	0	325	0
AK	24,160	25,775	0	130	0	0	0	0	10,046	751	20,870	0
AR	2,060	910	0	0	0	0	0	0	0	0	0	0
AZ	82,310	53,794	630	863	710	0	190	471	29,750	5,230	46,071	13,033
CA	57,265	31,396	0	0	150	19	0	0	5,658	581	8,727	650
CO	7,839	3,770	0	0	0	2	0	105	573	151	715	0
CT	1,368	110	0	0	0	1	0	0	60	0	90	0
DE	415	0	0	0	0	0	0	0	0	0	0	0
DC	193	0	0	0	507	1	0	0	0	0	0	0
FL	7,562	400	0	0	0	2	0	0	265	90	883	151
GA	2,775	0	0	0	0	2	0	0	0	0	0	0
HI	1,156	0	0	0	0	0	0	0	0	0	0	0
ID	3,039	2,001	0	0	0	0	0	0	1,610	266	2,175	104
IL	6,884	525	0	0	0	2	0	0	0	0	0	0
IN	3,009	111	0	0	0	1	0	0	0	0	0	0
IA	2,116	766	0	0	0	1	0	0	110	0	596	75
KS	5,722	1,999	0	0	0	0	0	0	193	30	800	102
KY	1,206	0	0	0	0	0	0	0	0	0	0	0
LA	5,203	3,017	0	0	0	0	0	0	2	0	102	57
ME	1,857	460	0	0	0	0	0	0	102	60	946	377
MD	2,713	944	0	50	0	0	0	0	0	0	0	0
MA	2,750	406	0	0	0	7	0	0	0	0	0	0
MI	15,096	13,012	0	0	0	3	0	260	562	266	3,868	104
MN	16,955	12,871	510	570	75	0	0	0	3,000	927	9,814	800
MS	2,503	1,488	1,000	250	0	0	25	250	621	200	371	1,307
MO	6,347	279	0	0	0	0	0	0	0	0	0	0
MT	14,040	12,887	253	0	0	4	65	1,001	7,070	1,022	9,721	331
NE	3,868	2,396	0	0	0	1	10	150	810	0	2,210	0
NV	4,000	3,230	35	0	0	1	0	1.0	1,617	271	3,310	52
NH	458	0	0	0	0	0	0	0	0	0	0	0
NJ	3,888	375	0	0	0	0	0	0	0	0	0	0
NM	60,650	41,145	360	60	240	1	17	75	17,975	1,200	26,100	10,300
NY	16,392	4,643	0	0	0	4	0	0	0	143	2,320	0
NC	21,222	10,696	0	0	0	0	0	165	723	160	297	864
ND	5,614	5,100	0	257	0	4	0	695	2,253	810	4,023	3,046
OH	6,336	245		0	0	1	0	0	0	0	0	0
OK	73,514	70,023	0	30	770	11	60	697	13,913	1,010	55,707	1,000
OR	10,205	6,517	0	0	0	5	0	0	1,171	200	3,706	374
PA	2,871	0	0	0	0	0	0	0	0	0	0	0
RI	1,049	200	0	0	0	0	0	0	0	0	697	0
SC	1,900	0	0	0	0	0	0	0	0	0	0	0
SD	17,230	10,588	165	0	265	3	70	0	5,076	1,432	13,061	6,636
TN	2,063	0	0	30	0	0	0	0	0	0	0	0
TX	1,907	1,166	0	0	0	3	0	0	64	0	532	0
UT	7,951	5,190	0	110	0	1	0	0	2,307	215	3,153	367
VT	462	510	0	0	0	0	0	0	0	0	0	0
VA	2,099	90	0	0	0	1	0	0	0	0	0	0
WA	22,260	10,400	125	651	100	0	0	766	6,113	765	8,298	950
WV	493	0	0	0	0	0	0	0	0	0	0	0
WI	11,471	8,455	301	500	0	5	24	160	3,884	472	6,627	749
WY	2,935	1,827	0	828	0	0		0	1,301	165	2,799	313
Total	517,815	394,175	3,499	4,244	2,897	121	371	5,619	116,662	17,515	210,813	43,666

Source: Department of Education & Bureau of Indian Affairs

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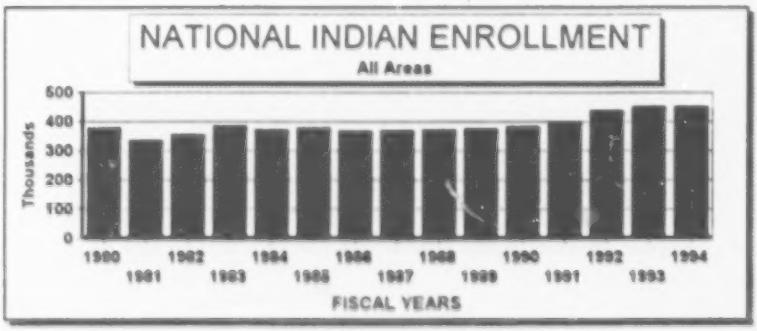
NATIONAL INDIAN ENROLLMENT AND GRAPH COMPARISONS

TABLE 42

	INDIAN ENROLLMENT			
	OIE Subpart 1 student count	PRIVATE (Natl Catholic Educ Assoc)	BUREAU OF INDIAN AFFAIRS	Total
1980	328,407	10,000	41,604	380,011
1981	289,504	9,700	36,580	335,784
1982	304,293	10,000	40,773	355,066
1983	335,509	10,700	39,331	385,540
1984	321,665	9,700	40,693	372,058
1985	329,498	9,100	41,862	380,460
1986	319,998	9,700	38,475	368,173
1987	320,405	9,300	39,911	369,616
1988	324,176	9,200	39,381	372,757
1989	326,810	10,279	39,368	376,457
1990	333,494	9,743	39,791	383,028
1991	347,291	10,000	40,841	398,132
1992	384,346	10,352	43,700	438,398
1993	394,832	13,433	43,606	451,871
1994	394,800	12,926	45,187	452,913

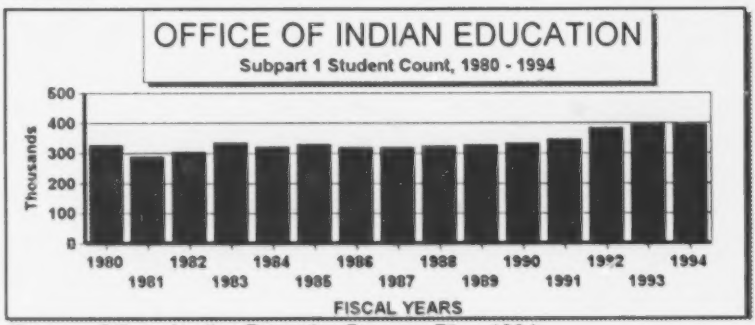
Source: Office of Indian Education, National Catholic Educational Association and the Bureau of Indian Affairs

TABLE 43



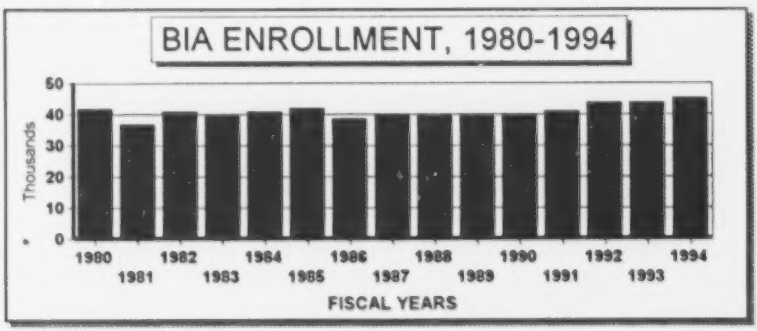
Source: Office of Indian Education, National Catholic Education Association, and the Bureau of Indian Affairs, 1993

TABLE 44



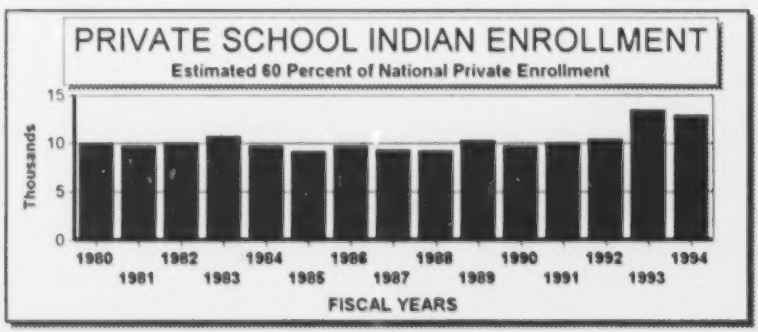
Source: Office of Indian Education Program Files, 1994

TABLE 45



Source: Bureau of Indian Affairs, 1994

TABLE 46



Source: National Catholic Educational Association, 1994

APPENDIX D

OFFICE OF THE INSPECTOR GENERAL REVIEW OF THE INDIAN FELLOWSHIP PROGRAM

INDIAN EDUCATION ACT - SUBPART 2, INDIAN FELLOWSHIP PROGRAM

Report of the Office of the Inspector General

In August of 1993, the Department of Education released an Inspector General's report on the Office of Indian Education Fellowship program. Management Improvement Report #95-05 included a review of the administration of the program and identified areas needing improvement. The report identified two key issues that needed attention including the restructuring of the award process and the strengthening of internal controls. The underlying issues which prompted these two recommendations stemmed from a lack of continuous leadership from a permanent Director for the Office of Indian Education, low staff morale, and key staff turnover.

NACIE's Involvement in the Inspector General's Review

Staff of the National Advisory Council on Indian Education were contacted in the early stage of the data-gathering effort by the OIG and participated in interview sessions. Investigators were supplied with copies of the NACIE proposal review recommendations that have been submitted to the Secretary of Education since 1988. Of interest to the investigators was the fact that NACIE had never received a response to any formal recommendations submitted to the Secretary of Education with respect to the awarding of any applications under the Indian Fellowship program (or any discretionary programs) since 1988.

NACIE's involvement in the fellowship program has been limited to application review as mandated by law. Since this is the only involvement with the fellowship program, the context from which NACIE judges the effectiveness of the program can only be ascertained from proposal review activities and comments from the Indian community who have had direct experience with the award distribution process. The judgement that the proposal review committee makes toward any application is based on established criteria according to regulation. NACIE has often questioned the process used to rank applications because the scores provided by experts in the field can often by reversed be ACC's score normalization process.

In general NACIE concurred with the Inspector General's report that the lack of visible leadership with ties to the Indian community was a missing ingredient in providing an effective fellowship program for worthy American Indian and Alaska Native students. Since the Indian fellowship program is the only national competition targeted directly to Indian students it is NACIE's judgement and recommendation that the program be continued as it is presently authorized. Points

brought out in the OIG report can best be corrected with permanent leadership in the Office of Indian Education and the willingness of the Department to consult with NACIE as appropriate on issues related to Indian education.

The following memorandums are the Office of Inspector General recommendations and the Secretary of Education response in their entirety.

MEMORANDUM
US DEPARTMENT OF EDUCATION

Aug 25, 1993

MANAGEMENT IMPROVEMENT REPORT # 93-05

TO: Dr. Thomas W. Payzant
Assistant Secretary
Office of Elementary & Secondary Education

FROM: Hugh M. Monagham
Regional Inspector General for Audit, Region III

SUBJECT: Improvements Are Needed In The Administration of the Indian Fellowship Program

The purpose of this Management Improvement Report (MIR) is to advise you of the results of our review of the Indian Fellowship program administered by the Office of Indian Education (OIE). Based on our review, we believe action is needed to improve the administration of the Indian Fellowship Program.

Specifically, the US Dept. of Education (ED) needs to: (1) restructure the award process; and (2) strengthen internal controls.

We believe that the issues identified in this MIR exist due to: (1) lack of specific regulations and technical guidance; (2) turnover in a key management position; (3) poor morale; and (4) insufficient program reporting.

Background

The Indian Fellowship Program is authorized as part of the Indian Education Act of 1988 (PL 100-297). Program regulations are found at 34 CFR 263. Fellowships are

awarded for undergraduate and graduate degrees in selected fields. They are also made for both new and continuation applications.

Fellowships are awarded for undergraduate degrees in the areas of business administration, engineering and natural resources. For graduate degrees, fellowships are awarded for study in medicine, law, education, psychology, clinical psychology, business administration, engineering and natural resources. The Secretary considers related fields of study on a case-by-case basis. Fellowship applicants desiring to pursue a related field of study specify the related field of study on their application. The application package states that related fields should be closely identified with one of the eligible fields of study for undergraduate and graduate degrees. (See ADDENDUM for additional background information.)

Approach and Standards

At ED's Office of Indian Education in Washington, DC, we interviewed program officials, reviewed applicable laws and regulations, fellowship applications, management reporting and monitoring procedures. We selected a sample of fellowship recipients and reviewed the grant files located in ED's Grants and Contracts Service (GCS) to determine: (1) current status of fellows; (2) compliance of related fields with regulations; (3) whether applications contained documentation described in the grant application package or other directives; and (4) eligibility documentation.

We selected our sample from the National Advisory Council on Indian Education (NACIE) report to Congress for fiscal years 1990 and 1991. Our sample for fiscal year 1992 was selected from a list of awards provided by OIE. We reviewed: (1) 36 out of 128 awards for fiscal year 1990; (2) 42 out of 120 awards for fiscal year 1991; and (3) 39 out of 114 awards for fiscal year 1992. Total dollars awarded for fiscal year 1990, 1991 and 1992 were $1,600,654, $1,510,000 and $1,550,218, respectively. Our review included both new and continuation awards.

We also interviewed ED Grants and Contracts Services personnel responsible for processing Indian Fellowship awards; a representative of the National Advisory Council on Indian Education (NACIE); and the Chief of Postsecondary Education, Indian Education Programs, Bureau of Indian Affairs, US Dept. of the Interior.

This MIR was prepared in accordance with those standards which the Inspector General has determined to be applicable to MIRs. The work conducted on this issue does not constitute an audit.

FELLOWSHIP AWARD PROCESS NEEDS TO BE RESTRUCTURED

Fellowship Awards Are Made to Individuals, Not Institutions

OIE and GCS have two different perspectives on the administration of the Indian Fellowship Program. OIE, which is responsible for award decisions and program monitoring, focuses on individual fellowship recipients. In contrast, GCS, which is responsible for disbursement of funds and processing of grant certifications, concentrates its attention on the college or university the fellowship recipient will attend.

In contrast to some of the other fellowship programs administered by the Department, OIE receives applications from individuals. As a result, the number of applications received by OIE is too large for the existing staff to manage effectively. OIE receives in excess of 400 applications each award cycle that are processed by two program officials. In order to prepare applications for award panels and meet processing deadlines, staff is assigned temporarily to OIE to assist in processing applications. However, even with the additional staff, award deadlines have historically not been met because of the work associated with the high volume of individual recipient applications (the timeframes were only met in 1993 due to the omission of certain established procedures).

The following description of OIE's and GCS's procedures for processing fellowship awards illustrates the inefficiencies in the two areas' existing procedures. OIE and GCS make multiple contacts with fellowship recipients and their student financial aid offices to negotiate budgets. After award decisions are made, OIE contacts the fellowship recipients and their student financial aid offices to obtain budget estimates. Fellowship applicants submit a budget with their applications, but this budget is not reliable because it is not prepared by the applicant's student financial aid office. In addition, OIE has made it a practice to accept applications and make awards to individuals that have not been admitted to a university or college. In these cases, OIE's contact with the college or university to negotiate the fellowship budget is the first indication the college or university has that the student may be attending and has been awarded a fellowship.

Following OIE's processing, the awards are transferred to GCS. GCS requires the completion of grant certification documents by the fellowship recipient and his or her student financial aid office. These documents include disclosures of grant terms and conditions that must be completed by the institution. These documents are part of the

application package and must be on file before funds can be disbursed. After these documents are returned to GCS, the Grant Specialist negotiates the budget amounts with the institution using the OIE's funding recommendations as a guide to the amount that can be approved. Differences between the budget amounts recommended by OIE and the amounts obtained by GCS are reviewed and approved by OIE.

The Indian Fellowship program is scheduled for reauthorization September 30, 1993 and changes in the award process could be proposed as part of the reauthorization package.

In our discussions with OIE officials, we have recommended changes that, in our opinion, would result in a more streamlined and manageable application process. These recommendations are summarized in Recommendation # 1 of this report.

Unofficial Grant Files Maintained By OIE

During our review we found that OIE maintains an unofficial grant file by individual fellow. The information in these files is not combined into the official grant files located in GCS. OIE's files contain correspondence, records of discussion made by OIE and award information. OIE officials were able to provide us with information from their records, that was not available in the official GCS grant files, on the status of past and present fellowship recipients. The information provided by OIE officials was essential to our determination of the status of these fellowship recipients and confirms that the data included in these files is critical program data.

Thus, the situation is that there are two files in ED for each fellow, neither complete, and one unofficial. Furthermore, OIE officials are expending time making files that in some instances contain the same information available in the GCS files. We were informed by OIE officials that their files are needed because GCS files are organized by institution, and this structure does not provide reporting by individual fellow. GCS reporting is limited to the dollar amounts disbursed to the fellowship recipient's college or university.

The difficulties presented by GCS's lack of reporting by individual fellow can be illustrated by the results of our file review. GCS could not locate grant files for ten of the fellowship recipients we selected for review because we could not provide reliable grant award numbers for the collage or university the fellows attended. GCS grant files can only be located with the institution's award number and the amount of

funds awarded to individual fellows can only be determined by review of the grant funding documents located in the grant files.

Since OIE's monitoring is focused on the progress made by the fellows, they must be able to accumulate program information at that level. Performance reports for the Indian Fellowship Program are the fellows' official transcripts detailing their progress. OIE officials have limited interest in total dollars disbursed to an institution.

Recommendation # 2 of this report summarizes actions which, in our opinion, will correct the above described inefficiencies.

INTERNAL CONTROLS FOR PROCESSING INDIAN FELLOWSHIPS NEED TO BE STRENGTHENED

The Application Screening Process Needs Improvement

The application screening process is inadequate to assure that applications forwarded to review panels contain the information required by the regulations and grant application package instructions. The grant application package indicates that no opportunity will be provided to amend applications and that all applications must be complete prior to consideration for award. Program regulations at 34 CFR 263 (and the application package instructions) require that grant applications include evidence that the applicant is Indian, evidence of admission or attendance at an accredited institution of higher education in one of the eligible fields of study, and submission of official transcripts. We noted instances where applications were processed without required information. We found eleven files without evidence of admission or attendance at a college or university and two without appropriate evidence of Indian identity at the time of the award. We found three instances where application packages contained evidence that the fellowship recipients were working full time. Fellowship recipients are restricted from working in excess of 20 hours per week. OIE eventually was forced to suspend these awards when the program violations were reported, however, the files contained no evidence that OIE addressed the applicants' employment prior to the final award notification.

OIE uses a screening checklist to review applications for completeness and compliance with regulatory requirements. OIE officials indicated in interviews that there is a general reluctance among the staff to reject applications that don't have all the required information. OIE officials indicated that they were concerned that a decision to reject an application would not be supported by the Department if that

decision subsequently were challenged by an applicant. As a result, we were told that most applications are accepted and considered by the award panels. OIE officials did indicate that they do reject some applications, but generally only when the rejection can be supported by similar past actions. We reviewed a sample of rejected applications. We found that applications usually are rejected when the applicants seek an undergraduate degree in a field of study approved only for graduate degrees, are planning on attending a community college, or are Canadian Indians [34 CFR 263.2(a)(2) limits eligibility to US citizens].

Processing problems are created when poorly screened applications are approved for award of fellowship funds. Our review of deobligations for fiscal years 1990, 1991 and 1992 found instances where deobligations were required because the award recipients could not gain admission to an institution in an approved field of study, were working full time, or could not maintain satisfactory academic progress.

As part of it's oversight capacity, the National Advisory Council on Indian Education (NACIE) reviews the fellowship applications that scored high enough for funding. The NACIE's review and our file review support the conclusion that applications are being sent to panels without the necessary information needed to make a decision on the merits of funding the applications.

We believe an effective screening process is fundamental to a competent award process. A competent award process, in turn, should assure that awards are made to the best qualified candidates from a pool of applicants who have met the regulatory requirements for submission of applications (see Recommendation # 3).

Related Fields of Study Should Be Defined and Procedures for Amending These Fields Developed

Regulations state that the Indian Fellowship Program considers related fields of study on a "case-by-case" basis. However, OIE has no procedures that define how related fields of study are established using this case-by-case methodology. We found fifteen fellowships awarded in questionable fields of study, e.g., fellowships were awarded for study in: (1) natural resources with a related field of pre-med, Physical therapy, anthropology, biology, geography and recreation; (2) business administration with a related field of environmental health; (3) psychology with a related field of human resources development; and (4) education with a related field in counseling, fine arts, and sociology. We also found instances where awards have been made to individuals that are obtaining certification/licenses and not pursuing undergraduate or graduate degrees as required by the regulations.

Determination of the acceptability of any related field of study is difficult because there are no criteria or procedures to use as a basis for making the determination. Grant files that were reviewed contained no documentary evidence on how related fields were determined acceptable. Procedures are needed that would clearly define the process used to determine related fields.

We were told by GCS and by OIE officials that rules and regulations issued August 3, 1983 and amended in 1985 define allowable related fields and are used to determine if related fields are acceptable. Additionally, the fellowship application packages for fiscal years 1990 and 1991 included copies of the 1983 and 1985 regulations because these regulations provide applicants guidance on acceptable related fields of study for medicine, education, business administration, engineering and natural resources. The fellowship application package for fiscal year 1992 did not include these earlier regulations, and only made reference to 34 CFR 263 being the applicable criteria. On May 18, 1989, 34 CFR 263.4, which identified the allowable (and prior to that date, some related) fields of study, was revised. As a result, the referenced regulations did not provide a definition of, or examples of, related fields of study (see Recommendation # 4).

Documentation Supporting Indian Eligibility Needs To Be Enhanced and Individuals Not Meeting The Definition Of An Indian Should Not Be Funded

Guidance has not been developed that would provide examples of acceptable proof of Indian status. Current documentation supporting Indian eligibility provides little assurance that individuals being awarded fellowships are in fact Indian. We found two instances where fellowships were awarded to individuals who had not obtained verification of Indian status as defined in the regulations. We also found that proof of Indian identity generally consists of mere photocopies of certification documentation such as tribal identification cards, birth certificates, tribal voting cards, family tree research, and Bureau of Indian Affairs cards. Many of these documents state that they are void if photocopied or altered.

Documentation of Indian eligibility as defined in the application package must be "official." The application package provides examples of appropriate types of documentation but does not adequately define the term "official." The regulations are silent as to what is acceptable proof of Indian identity, but require that the applications contain evidence that the applicant is an Indian. We were told by OIE officials that a Tribal Leaders Directory is maintained and used to verify eligibility should a question arise. We were told that program officials could use the directory

to verify an applicant's tribal membership. The directory lists approximately 450 to 600 tribes. OIE officials did not provide instances where the directory was actually used and we found no documented instances of the directory's use during our file review.

Authoritative documentation of Indian identity and diligent confirmation of that documentation will protect legitimate Indians, by providing some assurance that funds specifically designated for their benefit are being awarded to qualified Indian candidates. The existing procedures are not sufficient to provide such assurance (see Recommendation # 5).

Instructions To Award Panels Should Be Strengthened

Award instructions are not sufficient to ensure consistent evaluation of application criteria. We noted instances where fellowship awards were made to students with average academic records, provisional admittance to graduate programs, low standardized test scores, and little evidence of commitment to the Indian community.

Indian fellowship applications are reviewed by field of study. Each application is reviewed based on academic record, leadership potential and commitment. An application can be awarded a maximum of 115 points. Academic record is given a maximum of 80 points and graduate students in Business Administration, Engineering and Natural Resources are given 15 preference points. The Indian fellowship program is a merit based program, i.e., awards should go to those applicants that have demonstrated outstanding academic achievement. All application scores are standardized and then ranked for funding. The standardization process is a statistical procedure that is intended to correct the effect of any possible "bias" introduced by differing reviewer approaches when assigning raw scores.

The reliability of the review process could be enhanced by taking steps to increase consistency of raw scores for academic performance. Based on our review of the instructions given to readers, we identified issues that should be considered when evaluating academic records. E.g., instructions could include a scale for grade ranges and standardized test scores. Such a scale would provide a range of points that would be awarded for a combination of grades and standardized test scores. This process would prevent readers from making arbitrary judgements, which could be unfair to certain applicants.

During our review, we identified inconsistencies in scoring of applications, as illustrated by the following examples of award recommendations for fiscal year 1991:

(1) a graduate applicant with a undergraduate grade point average of 2.9 received an overall score of 94 from one reader and 92 from the second reader; and (2) a graduate applicant with a grade point average of 2.6 received an overall score of 100. Inconsistencies also can be demonstrated in fiscal year 1992; (1) one applicant was given 80 points (the maximum for academic accomplishments) with an overall grade point average of 3.2 and (2) another applicant with a grade point average of 2.9 was also given the full 80 points.

By strengthening the instructions to the award panels, we are of the opinion that the number of inconsistencies could be significantly reduced (see Recommendation # 6). Also, as noted previously, the existing application screening process is not providing the readers with complete applications, thereby contributing to inconsistencies in scoring (see Recommendation 3).

REASONS ISSUES EXIST: Lack of Specific Regulations and Guidance

Regulations and technical guidance do not adequately address fundamental components of this program such as the definition of related fields, the process used to determine related fields and the type of evidence required to support proof of Indian identity. OIE officials and fellowship applicants have limited information that can be used as a basis for decisions in these areas. The application package is one source of information that is provided to all applicants. However, the application package is not current. E.g, the package does not emphasize that fellowship recipients can not work full time. Also, the application packages request that applicants submit copies of their tax returns or a notarized statement that no tax return was filed. This information is no longer used by program officials. We recommend that OIE provided more precise regulations and guidance (see Recommendation # 7).

Vacancies and Turnover in Key Management Position

Vacancies and turnover in the position of Director of the Office of Indian Education have lead to a lack of consistent leadership. Acting Directors have served in the Director position for seven of the last sixteen years, with the position vacated ten times during that same sixteen year period. The person serving as Deputy Director upon completion of our work had been serving as Acting Director since June 1992 (see Recommendation # 7).

Poor Morale

OIE personnel expressed to us the opinion that solving problems in this program is not emphasized because the program is considered a small dollar program. As a

result, in their opinion, the following perceptions exist: (1) the program is not perceived as important; program personnel's work is not important, nor is it important to run the program effectively. These perceptions have contributed to poor staff morale (see Recommendation # 7).

Insufficient Program Reporting

During our review, we were told by OIE officials that current reporting consists of one schedule used to determine when award decisions have to be processed to GCS. We suggested that a concerted effort should be made to obtain appropriate reporting from the GCS automated system (see Recommendation # 2). OIE needs to develop reports from the GCS automated system that will give management the status of Indian fellowship awards on an ongoing, timely basis. We believe reporting should be developed that helps management address other aspects of the fellowship process. E.g., management could review reasons for deobligations, final reports of funds awarded, listings of recipients due to graduate within the next quarter, and reasons for rejection of applications from GCS. We discussed using personal computers allocated to the area to develop reporting that would remind personnel of critical program dates and generate status reports. We were told by OIE personnel that their use of personal computers was limited because they had not received adequate computer training (see Recommendation # 2).

RECOMMENDATIONS:

We recommend that ED:

1. Reconstruct the award process to have applicants submit their applications through the university or college student financial aid office, which would add the disclosure documents required by GCS, and submit a complete package to GCS. The budget should be completed by the student financial aid office prior to submission, to achieve greater consistency in the reporting of actual amounts. As an alternative, we recommend altering the award process to match the process used for other discretionary grants awarded by the Department. Grants could then be awarded to universities, colleges or other groups for fellowships that support Indian students. Grant recipients could recruit and select fellowship recipients. Changing the award process would allow OIE officials time to focus more of their efforts in assessing the program's success in meeting its primary objective, and eliminate the need for detailing personnel to OIE to process applications.

2. Develop and implement a program change to the GCS computer system that would generate a subsidiary ledger by fellow. This would provide OIE with reporting

by individual fellow and allow OIE to track the fellows to the institution they attend. Reporting of this type should eliminate the need for duplicate files and should give the program area needed information on final funding. Correspondence, records of discussion and official transcripts should be consolidated into one official grant file. We also recommend that reporting be developed that would provide management with information on other aspects of the fellowship process, as discussed on the prior page. Management should encourage the use of personal computers to develop some of this reporting, and provide training to their staff for such use.

3. Develop and implement an effective process to ensure that applications which either lack the required information or have questionable information are not processed until all required information is obtained.

4. Modify the existing regulations and technical guidance to provide a precise definition of, and specific examples of, related fields of study. The examples should be distributed to applicants as part of the application package. We also recommend that the process used to determine related fields be documented and that this documentation be made available to applicants and staff.

5. Clarify the existing regulations by including an explanation of the term "official". Documentation supporting Indian eligibility as defined in the application package must be "official" but the regulations are not descriptive as to what the Department considered to be "official". The regulations are silent as to what is acceptable proof of Indian identify, but require that the applications contain evidence that the applicant is an Indian. We believe that documentation supporting Indian identify must be more authoritative than photocopies of documents. We suggest that certified copies be required. We also suggest that OIE define in detail what they consider to be acceptable proof of Indian identify. One procedure that might be workable would be to verify Indian eligibility by contact with tribal leaders for all new awards, noting that OIE awards approximately fifty new awards each year. Such a procedure would involve verifying eligibility with the tribal leaders for those awards, and then documenting that verification in the file.

6. Strengthen its instructions to award panels. Instruction should include a scale for grade ranges and standardized test scores. Such a scale would provide a range of points that would be awarded for a combination of grades and standardized test scores. This process would prevent readers from making arbitrary determinations. We also recommend that OIE consider using a master reader (a recommendation previously made in an independent study contracted by the Department), to provide an indication of the level of consistency between panels. If the raw results were

inconsistent, standardization could then be used to achieve comparability of results, otherwise a recommendation could be made to use the raw scores.

7. Streamline the process for selecting a Director and fill the Director position as soon as possible. We also recommend that steps be taken to: (1) address employee morale; (2) determine the reason for the extremely high turnover rate in the Director position, and attempts be made to correct the cause; and (3) to update the application packages, and have them used to emphasize the Indian Fellowship program's regulatory provisions.

* * * * * * * * *

We would appreciate your review and comments concerning our recommendations within 30 days from the date of this memorandum. If you have any questions, or would like to discuss our recommendations, please call me at 215-596-0262.

Hugh M. Monaghan, Regional Inspector General for Audit

ADDENDUM

Additional Background Information on the Indian Fellowship Program

The Indian Fellowship Program is authorized as part of the Indian Education Act of 1988 (Title V, Part C, Subpart 2 of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, PL 100-297). Title 25 USC 2623 authorizes the Secretary to award fellowships to enable Indian students to pursue a course of study leading to undergraduate and graduate degrees. Program regulations are found at 34 CFR 263. The Education Department General Administration Regulations (EDGAR) in Section 34 CFR part 85 apply to this program.

Fellowship awards are made for both new and continuation applications. The period of the award is for one academic year. To obtain financial assistance after the first year, the fellow is required to submit a continuation application. The continuation application consists of an application form which should be signed in ink, an Institution Certification Report of status completed by the institution's Registrar, and an official grade report. The continuation application is a noncompeting application and is awarded if the fellow has: (1) complied with the applicable program regulations; (2) remained a full-time student in good standing in the field of study which the original fellowship was awarded; and (3) has submitted a continuation application.

A fellowship recipient can receive support for the period of time set by the college or university as standard for receiving a degree in an allowable field of study. However, the maximum period of support cannot exceed four academic years for an undergraduate or doctorate degree and two academic years for a master's degree.

For Fiscal Year 1992 Congress appropriated approximately $1,550,218 for this program. Approximately $600,000 was available for new awards with the remaining amount designated for continuation awards. OIE awards approximately 125 fellowships per year, including 50 new awards and 75 continuation awards. The average award is for $12,578. Over 400 applications are received each year.

Applications are received and processed by the Application Control Center located within Grants and Contracts Services (GCS). The Application Control Center assigns each application a preaward number. Award decisions are made by the ED Office of Indian Education (OIE) using panels of application readers. Applications are grouped by field of study and assigned to panels.

Applications must include: (1) documentation that the applicant is an Indian; (2) a letter of acceptance to a college or university as a full-time student, or a letter confirming the applicant is currently attending a college or university as a full-time student; and (3) official transcripts. Applications from undergraduates who have completed less than two years of college should include official transcripts supporting their high school and undergraduate work. Applications from undergraduates who have completed two or more years of college should include official transcripts for their undergraduate work. Graduate applicants should include official transcripts supporting all undergraduate work and current graduate work if the applicant is already enrolled in a graduate program.

The panel of readers evaluates each application using a scale of 100 points. However, graduate fellowship applications in the fields of business administration, engineering, natural resources, and their related fields are assigned 15 preference points. As a result, these applications can be awarded a total of 115 points. The applications are evaluated based on the following criteria and point distribution: (1) official academic record (80 points); (2) leadership (10 points) and (3) commitment to their chosen field and to the Indian community (10 points). In addition, priority is given to certain applicants. The Secretary can award 10 percent of the fellowship on a priority basis to applicants receiving training in guidance counseling with a specialty in the area of alcohol and substance abuse counseling and education.

After the award decisions are made, OIE negotiates a budget with the fellow's Financial Aid Office (FAO). OIE prepares funding documents based on the

negotiated budget. Fellowship are awarded in an amount up to, but not more than, the expenses required to fully finance a fellow's education or to supplement other financial aid received by the fellow other than loans. Per 34 CFR 263.4, acceptable expenses include: tuition, required fees, required university health insurance, room, personal living expenses and board at or near the institution, travel in case of extreme hardship, instructional supplies and dependent allowance.

The funding documents, award panel review packages and applications are sent to Grants and Contracts Services (GCS) for processing. GCS negotiates a final budget with the FAO. The budget negotiated by OIE is used as a guide and establishes an upper limit for budget amounts. GCS also adjusts the award amount for other fellowships and grant amounts received by the fellow. These adjustments are made after the start of the academic year. GCS disburses the fellowship amount directly to the college or university, which then disburses the funds to the fellows. The college or university disburses the stipend portion of the fellowship in two or more installments.

MEMORANDUM U.S. DEPARTMENT OF EDUCATION

28 Sep 93

TO: Hugh M. Monagham
Regional Inspector General for Audit, Region III

FROM: Dr. Thomas W. Payzant
Assistant Secretary
Office of Elementary & Secondary Education

SUBJECT: Response to Management Improvement Report No. 93-05, Indian Fellowship Program

The Management Improvement Report on the Indian Fellowship Program has been reviewed and your recommendations for improvement of the program are appreciated.

Over the last few years, the Office of Indian Education has encountered continual problems in its attempts to effectively administer the Indian Fellowship Program due to the limited parameters of the existing legislation and the structure of the award process. The first opportunity to improve the program and streamline the award process has been through the reauthorization process in which the Office of Indian

Education has taken the lead in proposing major changes to improve all of the Indian education programs.

On Tuesday, September 14, 1993, Secretary Riley transmitted to Congress the improving America's Schools Act of 1993, the Administration's proposal for the reauthorization of the Elementary and Secondary Education Act. The programs for Indian education are found under Title VI of the proposal (copy attached), and include the revisions to the Indian Fellowship program. A synopsis of the proposed revisions follow:

1. The program will be merged with the Education Personnel Development program and eligible applicants will include institutions of higher education, including Indian institutions of higher education; State and local educational agencies, in consortium with institutions of higher education; and Indian tribes and Indian organizations, in consortium with institutions of higher education.

2. Each recipient of a grant shall use the funds to provide training to Indian persons. Authorized activities include training: (1) consisting of pre-service or in-service professional development of teachers and other education professionals; (2) in other fields that result in graduate degrees. The Secretary would be required to ensure that at least 50 percent of the sums appropriated are used for the training of educational personnel.

In view of the reauthorization proposal, the recommendations provided in the report have been given careful consideration. The following actions are proposed to improve the administration of the Indian Fellowship Program, restructure the award process, and strengthen internal controls;

1. Through reauthorization, eligible applicants for the program will be institutions (and other eligible groups) and the selection of individual participants will be left to the grantee. This change will result in the program being administered similarly to other discretionary grants within the Department and allow OIE staff more time to focus on project success than in processing applications.

2. A modified tracking system is being developed for the GCS computer system which will allow for tracking of individual fellows beginning with new awards in FY 1993. The data to be available by fellow will include the name, institution attended, amount of the award and the award period. The system will be available for use in FY 1994. Additionally, all fellowship staff have been provided with personal computers and will be offered opportunities for computer training.

3. The Office of Indian Education has determined that applications for new fellowships will not be solicited for fiscal year 1994; only continuation students will be funded with FY 1994 Indian Fellowship appropriations. As the funds appropriated for the Indian Fellowship Program have carry-over authority, the balance of the FY 1994 funds not used for continuation awards will be carried over to FY 1995 to fund continuation fellows who are to be funded in FY 95. This change in process will ensure that (1) only students who currently meet the eligibility criteria are funded; (2) adequate funding will be available in FY 95 for fellows whose program period is continuing; (3) the period of eligibility for all currently funded fellows will end not later than FY 96 to allow for full implementation of the programs created by reauthorization as soon as possible.

4&5 As no new fellowships will be awarded in FY 1994, no change to the current regulations or application package will be made. The regulations and application package will both be revised upon reauthorization to appropriately reflect the changes in the program.

6. As no new fellowship applications will be accepted for FY 1994, no panels will be convened to review applications. We anticipate that the new Professional Development Program will be implemented in FY 1995 and the reader process used will be similar to OIE's other discretionary programs. As grantees under the new program will recruit and select the participants, no specific action will be taken by OIE to develop a scale for grade ranges and standardized test scores. Although a master reader will not be used, OIE is proposing to have three readers per panel for all discretionary grant panel reviews in FY 1995 which should provide for better standardization of the reader's raw scores.

7. The position of Director will be reannounced in the near future and a selection will be made as soon as possible. The new Director will work in conjunction with this office to address OIE's employee morale and will be responsible for providing long-term guidance to the office on all Indian education programs.

We look forward to implementing the immediate changes identified for the Indian Fellowship Program and are anxiously awaiting the passage of the proposed legislation for reauthorization. The changes proposed for the Indian education programs are directed to streamlining the overall process, increasing accountability, and improving services to Indian students.

If you have questions or need additional information, please feel free to contact me at 202-401-0113 or Jon Wade, Acting Office of Indian Education Director, at 202-401-1887.

APPENDIX E

FEDERAL REGISTER NOTICES FOR FY 1993

FISCAL YEAR 1993 FEDERAL REGISTER NOTICES

DEPARTMENT OF EDUCATION

INDIAN EDUCATION NATIONAL ADVISORY COUNCIL; MEETING

AGENCY: National Advisory Council on Indian Education, Education

ACTION: Notice of Partially Closed Meeting

SUMMARY: This notice sets forth the schedule and proposed agenda of a forthcoming meeting of the National Advisory Council on Indian Education. This notice also describes the functions of the Council. Notice of this meeting is required under section 10(a)(2) of the Federal Advisory Committee Act.

DATES AND TIMES: November 16-17, 1992, from 9:00 a.m. to 5:00 p.m. On November 16, 1992 from 9:00 a.m. to 5:00 p.m. the meeting will be closed to the public. The open portion of the meeting will be held November 17, 1992.

ADDRESS: The meeting will be held at the Albuquerque Hilton Hotel, 1901 University Boulevard, N.E., Albuquerque, New Mexico 87102, 505/884-2500.

FOR FURTHER INFORMATION CONTACT: Robert K. Chiago, Executive Director, National Advisory Council on Indian Education, 330 C Street, S.W., Room 4072, Switzer Building, Washington, DC 20202-7556. Telephone: 202/205-8353.

SUPPLEMENTARY INFORMATION: The National Advisory Council on Indian Education is established under section 5342 of the Indian Education Act of 1988 (25 U.S.C. 2642). The Council is established to, among other things, assist the Secretary of Education in carrying out responsibilities under the Indian Education Act of 1988 (Part C, Title V, Public Law 100-297) and to advise Congress and the Secretary of Education with regard to federal education programs in which Indian children or adults participate or from which they can benefit.

Under section 5342(b)(6) of the Indian Education Act the Council is directed to submit to the Secretary of Education a list of nominees for the position of Director of the Office of Indian Education whenever a vacancy in such positions occurs. The Council will meet in closed session starting at approximately 9 p.m. and will end at approximately 5 p.m. on Monday, November 16, 1992 to interview applicants for the position of Director of the Office of Indian Education.

The discussion during the interviews may disclose sensitive information about applicants. Such discussions would disclose information of a personal nature where disclosure would disclose a clearly unwarranted invasion of personal privacy if conducted in open session. Such matters are protected by exemption (2) and (6) of Section 552b(c) of the Government in the Sunshine Act (Pub. L. 94-409; 5 U.S.C. 552b(c)).

In addition to the closed meeting on November 16, there will be an open business meeting of the National Advisory Council on Indian Education on Tuesday, November 17, 1992. This meeting will be held from 9:00 a.m. to approximately 5:00 p.m.

A summary of the activities at the closed session which are informative to the public consistent with the policy of title 5 U.S.C. 552b will be available for public inspection within 14 days after the meeting.

Records are kept of all Council proceedings and shall be available for public inspection at the office of the National Advisory Council on Indian Education located at 330 C Street S.W., Room 4072, Washington, D.C. 20202-7556 from the hours of 9:00 a.m. to 5:00 p.m. Monday through Fridays.

Dated: October 7, 1992

Eddie L. Tullis
Chairman, National Advisory Council on Indian Education

[FR Doc. 92-25313 Filed 10-19-92; 8:45 am]

BILLING CODE #4000-01-M

DEPARTMENT OF EDUCATION

INDIAN EDUCATION NATIONAL ADVISORY COUNCIL; MEETING

AGENCY: National Advisory Council on Indian Education

ACTION: Notice of Open Meeting

SUMMARY: This notice sets forth the schedule and proposed agenda of a forthcoming meeting of the Executive Committee of the National Advisory Council on Indian Education. This notice also describes the functions of the Council. Notice of this meeting is required under section 10(a)(2) of the Federal Advisory Committee Act.

DATES AND TIMES: February 22-23, 1993, from 8:30 a.m. to 5:00 p.m. each day.

ADDRESS: The meeting will be held at the Sheraton Inn Tampa, 7401 East Hillsboro Avenue, Tampa, Florida, 33610, 813/626-0999.

FOR FURTHER INFORMATION CONTACT: Robert K. Chiago, Executive Director, National Advisory Council on Indian Education, 330 C Street, S.W., Room 4072, Switzer Building, Washington, DC 20202-7556. Telephone: 202/205-8353.

SUPPLEMENTARY INFORMATION: The National Advisory Council on Indian Education is established under section 5342 of the Indian Education Act of 1988 (25 U.S.C. 2642). The Council is established to, among other things, assist the Secretary of Education in carrying out responsibilities under the Indian Education Act of 1988 (Part C, Title V, Public Law 100-297) and to advise Congress and the Secretary of Education with regard to federal education programs in which Indian children or adults participate or from which they can benefit.

The meeting is open to the public. The agenda of the Executive Committee of the National Advisory Council on Indian Education includes finalizing recommendations for consideration by the Department of Education and the Congress relative to the reauthorization of the Office of Elementary and Secondary Education (OESE) Act. The current Act is due to expire on October 1, 1993. Additionally the Executive Committee will finalize dates and locations for a series of hearings to be held in conjunction with the reauthorization of the Act. The hearings will allow Indian communities with the opportunity to comment on various aspects of the Office of Elementary and Secondary Education Act.

The second day of the meeting permits the Executive Committee to finalize any discussions and/or actions from the previous day. The agenda also includes a review of the projected Council budget and activities for fiscal year 1994. Time is permitted on the agenda for interested individuals to address the Executive Committee with any concerns related to the reauthorization of the Office of Elementary and Secondary Education Act.

Records are kept of all Council proceedings and shall be available for public inspection at the office of the National Advisory Council on Indian Education located at 330 C Street S.W., Room 4072, Washington, D.C. 20202-7556 from the hours of 8:00 a.m. to 6:00 p.m. (E.S.T.), Monday through Friday.

Dated: January 14, 1993

Robert K. Chiago
Executive Director, National Advisory Council on Indian Education

FR Doc. 93-2192 Filed 1-28-93; 8:45 am]

BILLING CODE #4000-01-M

DEPARTMENT OF EDUCATION

INDIAN EDUCATION NATIONAL ADVISORY COUNCIL; MEETING

AGENCY: National Advisory Council on Indian Education, Education

ACTION: Notice of Closed Meeting

SUMMARY: This notice sets forth the schedule and proposed agenda of a forthcoming meeting of the National Advisory Council on Indian Education. This notice also describes the functions of the Council. Notice of this meeting is required under section 10(a)(2) of the Federal Advisory Committee Act.

DATES AND TIME: March 24-26, 1993, from 9:00 a.m. to approximately 5 p.m. each day.

ADDRESSES: The meeting will be held at the Ramada Hotel Old Town, 901 North Fairfax Street, Alexandria, Virginia, 22314, (703) 683-6000.

FOR FURTHER INFORMATION CONTACT: Robert K. Chiago, Executive Director, National Advisory Council on Indian Education, 330 C Street, S.W., Room 4072, Switzer Building, Washington, DC 20202-7556. Telephone: 202/205-8353.

SUPPLEMENTARY INFORMATION: The National Advisory Council on Indian Education is established under section 5342 of the Indian Education Act of 1988 (25 U.S.C. 2642). The Council is established to, among other things, assist the Secretary of Education in carrying out responsibilities under the Indian Education Act of 1988 (Part C, Title V, Pub. L. 100-297) and to advise Congress and the Secretary of Education with regard to federal education programs in which Indian children or adults participate or from which they can benefit.

Under section 5342(b)(2) of the Indian Education Act, the Council is directed to review applications for assistance and to make recommendations to the Secretary of Education with respect to their approval. The duly authorized Proposal Review Committee of the Council will meet in closed session starting at approximately 9 a.m. and will end at approximately 5 p.m. each day during the proposal review session. The agenda will include reviewing grant applications from individuals for assistance under the fellowship program authorized by Subpart 2 of the Indian Education Act of 1988.

The discussion during the review process may disclose sensitive information about applicants, funding level requests and the names and comments of expert reviewers. Such discussion would disclose commercial or financial information obtained from a person and is privileged or confidential and would disclose information of a personal nature where disclosure would constitute a clearly unwarranted invasion of personal privacy if conducted in open session. Such matters are protected by exemptions (4) and (6) of section 552b(c) of the Government in the Sunshine Act (Pub. L. 94-409; 5 U.S.C. 552b(c)).

Records are kept of all Council proceedings, and are available for public inspection. A summary of activities of this closed meeting which are informative to the public consistent with the policy of title 5 U.S.C. 552b shall be available for public inspection within 14 days of the meeting at the office of the National Advisory Council on Indian Education located at 330 C Street S.W., Room 4072, Washington, DC 20202-7556 from the hours of 9:00 a.m. to 4:30 p.m. Monday through Friday, except holidays.

Dated: March 3, 1993

Robert K. Chiago,
Executive Director, National Advisory Council on Indian Education.

[FR Doc. 93-5898 Filed 1-15-93; 8:45 am]

BILLING CODE 4000-01-M

DEPARTMENT OF EDUCATION

INDIAN EDUCATION NATIONAL ADVISORY COUNCIL; MEETING

AGENCY: National Advisory Council on Indian Education, Education

ACTION: Notice of Closed Meeting

SUMMARY: This notice sets forth the schedule and proposed agenda of a forthcoming meeting of the National Advisory Council on Indian Education. This notice also describes the functions of the Council. Notice of this meeting is required under section 10(a)(2) of the Federal Advisory Committee Act.

DATES AND TIME: April 26-30, 1993, from 9:00 a.m. to approximately 5 p.m. each day.

ADDRESSES: The meeting will be held at the Ramada Hotel Old Town, 901 North Fairfax Street, Alexandria, Virginia, 22314, (703) 683-6000.

FOR FURTHER INFORMATION CONTACT: Robert K. Chiago, Executive Director, National Advisory Council on Indian Education, 330 C Street, S.W., Room 4072, Switzer Building, Washington, DC 20202-7556. Telephone: 202/205-8353.

SUPPLEMENTARY INFORMATION: The National Advisory Council on Indian Education is established under section 5342 of the Indian Education Act of 1988 (25 U.S.C. 2642). The Council is established to, among other things, assist the Secretary of Education in carrying out responsibilities under the Indian Education Act of 1988 (Part C, Title V, Pub. L. 100-297) and to advise Congress and the Secretary of Education with regard to federal education programs in which Indian children or adults participate or from which they can benefit.

Under section 5342(b)(2) of the Indian Education Act, the Council is directed to review applications for assistance and to make recommendations to the Secretary of Education with respect to their approval. The duly authorized Proposal Review Committee of the Council will meet in closed session starting at approximately 9 a.m. and will end at approximately 5 p.m. each day during the proposal review session. The agenda will include reviewing grant applications for assistance for programs authorized by Subparts 1, 2, and 3 of the Indian Education Act of 1988 including applications for (1) Discretionary grants to Indian Controlled Schools; (2) Educational Services for Indian Children; and (3) Educational Services for Indian Adults.

The discussion during the review process may disclose sensitive information about applicants, qualifications of proposed staff, funding level requests and the names and comments of expert reviewers. Such discussion would disclose commercial or financial information obtained from a person, and is privileged or confidential and would disclose information of a personal nature where disclosure would constitute a clearly unwarranted invasion of personal privacy if conducted in open session. Such matters are protected by exemptions (4) and (6) of section 552b(c) of the Government in the Sunshine Act (Pub. L. 94-409; 5 U.S.C. 552b(c)).

Records are kept of all Council proceedings, and are available for public inspection. A summary of activities of this closed meeting which are informative to the public consistent with the policy of title 5 U.S.C. 552b shall be available for public inspection within 14 days of the meeting at the office of the National Advisory Council on Indian Education located at 330 C Street S.W., Room 4072, Washington, DC 20202-7556 from the hours of 9:00 a.m. to 4:30 p.m. Monday through Friday, except holidays.

Dated: March 23, 1993

Robert K. Chiago
Executive Director, National Advisory Council on Indian Education

[FR Doc. 93-7906 Filed 4-5-93; 8:45 am]

Billing Code #4000-01-M

DEPARTMENT OF EDUCATION

INDIAN EDUCATION NATIONAL ADVISORY COUNCIL; MEETING

AGENCY: National Advisory Council on Indian Education, Education

ACTION: Notice of Open Meeting

SUMMARY: This notice sets forth the schedule and proposed agenda of a forthcoming meeting of the National Advisory Council on Indian Education. This notice also describes the functions of the Council. Notice of this meeting is required under section 10(a)(2) of the Federal Advisory Committee Act.

DATES AND TIME: June 27, 1993, from 9:00 a.m. to approximately 5 p.m.

ADDRESSES: The meeting will be held at the Embassy Suites Hotel, 333 Main Street, Green Bay, Wisconsin, 54301, 414/432-4555.

FOR FURTHER INFORMATION CONTACT: Robert K. Chiago, Executive Director, National Advisory Council on Indian Education, 330 C Street, S.W., Room 4072, Switzer Building, Washington, DC 20202-7556. Telephone: 202/205-8353.

SUPPLEMENTARY INFORMATION: The National Advisory Council on Indian Education is established under section 5342 of the Indian Education Act of 1988 (25 U.S.C. 2642). The Council is established to, among other things, assist the Secretary of Education in carrying out responsibilities under the Indian Education Act of 1988 (Part C, Title V, Pub. L. 100-297) and to advise Congress and the Secretary of Education with regard to federal education programs in which Indian children or adults participate or from which they can benefit.

The meeting is open to the public and will include a general business meeting, Council activity status report and finalize plans for the coming fiscal year. Time will also be available on the agenda for any comments from interested individuals concerning issues related to Indian education.

Records are kept of all Council proceedings, and are available for public inspection at the office of the National Advisory Council on Indian Education located at 330 C Street S.W., Room 4072, Washington, DC 20202-7556 from the hours of 9:00 a.m. to 4:30 p.m. Monday through Friday.

Dated: May 6, 1993

Robert K. Chiago
Executive Director, National Advisory Council on Indian Education

[FR Doc. 93-12213 Filed 5-21-93; 8:45 am]
BILLING CODE 4000-01-M

APPENDIX F

FY '92 NACIE RECOMMENDATIONS TO CONGRESS AND THE DEPARTMENT OF EDUCATION RESPONSE

UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

October 25, 1993

Mr. Francis G. Whitebird
Chairman
National Advisory Council
on Indian Education
330 "C" Street, SW, Room 4072
Switzer Building
Washington, DC 20202-7556

Dear Mr. Whitebird:

Thank you for transmitting NACIE's 19th Annual Report for Fiscal Year 1992 titled "Indian Education in the Year of the American Indian." It is a very comprehensive document.

I can assure you that your recommendations regarding reauthorization were taken into consideration during the Department's deliberations on the reauthorization of our elementary and secondary programs, including those for Indian children. Our responses to your recommendations are enclosed. Enclosed also is a copy of our reauthorization proposal.

Again, thank you for your report.

Yours sincerely,

Richard W. Riley

Enclosures

RECEIVED 10-27-93

RESPONSES TO THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION FISCAL YEAR 1992 RECOMMENDATIONS

1. The NACIE unanimously supports the reauthorization of the Indian Education Act which will otherwise expire October 1993.

Response:

The Department concurs and has submitted a proposal for the reauthorization of the Indian Education programs.

1A. As part of reauthorization of the Indian Education Act, NACIE needs to be strengthened to become more effective. NACIE should make recommendations to all federal agencies administering Indian education programs, and a response should be required. The following is proposed wording for strengthening NACIE which were contained in resolutions passed by several major Indian organizations including the National Congress of American Indians, the Affiliated Tribes of Northwest Indians, and the United South and Eastern Tribes. Recommendations to strengthen NACIE were also suggested by a number of state representatives at state pre-conferences of the White House Conference on Indian Education.

Response:

The Department concurs that NACIE should continue and should have broad responsibilities. The Administration's reauthorization bill does not, however, give NACIE all the functions mentioned in the resolution, nor would it require the Council to advise on programs administered by other Federal agencies.

2. NACIE recommends that the Indian Fellowship Program under Subpart 2 of the Indian Education Act be amended to read: - Fellowship Requirements. - Any person receiving a fellowship under this section shall agree either to repay such assistance or to work for a period equivalent to the period of time during which such person received assistance, and such work shall be in an activity directly related to serving the American Indian or Alaska Native community. The Secretary may waive this requirement in extraordinary circumstances.

Response:

Under the reauthorization proposal, the Department would not make direct awards of fellowships to individuals, but would, under the professional development authority, award grants for individuals to receive training under Indian Education Professional Development programs. The proposal would permit the Secretary to require, by regulation, individuals who receive training to perform related work or repay all or part of the training costs.

3. Subpart 1 of the Indian Education Act should be redirected to emphasize planning, pilot and demonstration projects. These projects should require a plan for assumption of local responsibility for subsequent educational services.

Response:

The Administration's reauthorization bill does not reflect this recommendation. Rather, it would continue to permit Subpart 1 funds to be used to provide educational services in addition to planning, pilot, and demonstration activities. Under the proposal, however, local Indian education activities would be tied to comprehensive state and local strategies for improving the education for all children. This emphasis should encourage more Indian education activities to be adopted as part of school districts' regular programs.

4. It is recommended that the fiscal year 1994 budget request for the Office of Indian Education be the same as the budget request which the department supports for OBEMLA, and that each year thereafter, the Office of Indian Education budget request be tied to the Chapter 1 budget request and appropriations or the consumer price index, whichever is greater.

Response:

The Department's fiscal year 1994 budget request provided for a significant increase for Indian Education programs. Future years' requests will be tied to the needs of the population and the effectiveness of program activities, rather than being automatically tied to another economic or program indicator.

5. It is recommended that there be a change in the role of the Director of the Indian Education. The language in the law should be changed to read: the

Office of Indian Education shall be headed by a Director of Indian Education, appointed by the Secretary from a list of nominees submitted by the National Advisory Council on Indian Education, to whom the Secretary shall delegate all delegable functions relating to Indian Education. The Director shall be assigned responsibility for coordinating the Indian education aspects of other programs administered by the Secretary. The Director shall also be assigned responsibility for coordinating all interdepartmental aspects of Indian education. The Director shall report to the Secretary of Education.

Response:

The Administration's reauthorization proposal would: (1) require that the Director of the Office of Indian Education be appointed by the Secretary and be a member of the Senior Executive Service (SES); (2) have the Director report directly to the Assistant Secretary for Elementary and Secondary Education; and (3) require the Director to be primarily responsible for developing policies affecting Indians and for coordinating Departmental policies and practices concerning Indians. The bill would require NACIE to make recommendations to the Secretary on candidates for the position of Director.

6. NACIE recommends that financial need be integrated into the need criterion in discretionary grant applications under the Indian Education Act Programs. Unlike Indian Fellowship applicants who are funded on the basis of the difference between expenses and resources, there is no such requirement for discretionary grant applicants. The burden of demonstrating financial need for applicants which apply for and receive several times more money than Fellowship applicants does not seem unreasonable.

7. NACIE recommends that a provision for financial disclosure be incorporated in the selection criteria for the Indian Education Act discretionary grant programs Subpart Indian Controlled Schools Subpart 2 Educational Services for Indian Children, Educational Personnel Development, Planning, Pilot, and Demonstration Projects; and Subpart 3 Educational Services for Indian Adults. Financial Disclosure, at a minimum, would include a list of other sources of funds being derived from Indian Education Act and other programs for the same students which the application is intended to serve. This should not be considered as an undue burden as Fellowship applicants must adhere to the same requirements since they are required to list their "Educational Resources".

Response to 6 and 7:

An explanation of why the applicant lacks the Financial resources to conduct the proposed project is already included as a criterion in the review of Indian Controlled Schools - Enrichment Projects, 34 CFR Part 252.31 (a)(2)(v); Educational Services for Indian Children, 34 CFR Part 253.32(a)(2)(iv) and Educational Services for Indian Adults, 34 CFR Part 257.31 (a)(2)(iv). The Department will consider whether changes in requirements to other discretionary programs are needed when new program regulations are prepared to reflect the reauthorization.

8. NACIE recommends that all applicants demonstrate how other federal and state programs are being used to meet the need of the intended service population. Some local education agencies (LEAs) receive federal funds through Chapter I, Title VII, Impact Aid including the 25% Indian add-ons, and other programs. Indian students who qualify for services provided as the result of these funds, as well as regular state aid for which all students including Indian students generate should not be denied them. Applicants should clearly show how Indian students benefit from the programs resulting from these funds. As an example, if an alternative program is proposed which is designed to meet the culturally related academic needs of Indian students, and if each Indian student in this program through Average Daily Membership (ADM) or Average Daily Attendance (ADA) generates $3,500 per student per school year, and 10 Indian students are placed in the program for one half day, then one half of $3,500 per Indian student should be contributed by the LEA to the alternative program. This amount would be combined with the amount provided through Title V. The same principle could be used with Chapter I, and Title VII, if applicable.

Response:

The Administration's reauthorization bill is generally consis-tent with this recommendation. It would require each application for local formula grants to include a comprehensive plan describing how available federal, state, and local funds are being used to meet the needs of Indian students.

9. NACIE recommends that the definition of Indian as found in Section 5351(4)(A) of Public Law 100-297 which says:

(A) a member of an Indian tribe, band, or other organized group of Indians (as defined by the Indian Tribe, band, or other group), including those Indian

tribes, bands, or groups terminated since 1940 and those recognized by the State in which they reside,

(B) a descendant in the first or second degree, of an individual described in subparagraph (A) be amended as follows:

(A) a member of an Indian tribe, or band (as defined by the Indian tribe or band), including those Indian tribes, or bands terminated since 1940 and those recognized by the state in which they are located,

(B) a descendant in the first or second degree, or an individual described in subparagraph (A) or subparagraph (D),

Subparagraph (D) says: an Eskimo, Aleut, or other Alaska Native, or...

Response:

The Department's reauthorization proposal would delete "Other organized group" from the definition of Indian and add "Eskimo, Aleut, or other Alaska Native."

10. NACIE recommends that provisions be incorporated into contracts with Indian Regional Technical Assistance Centers (IRTACs) which would prohibit them or their parent companies from competing for Office of Indian Education administered discretionary grants with the entities they were created to serve. This provision should be specified in "requests for proposals" for prospective IRTAC contractors. In the meantime, the Office of Indian Education might consider amending existing contracts for the operation of IRTACs. Incidentally, center contracts and the majority of discretionary awards are funded with subpart 2 appropriations.

Response:

The Department's reauthorization proposal would not continue separate Indian Technical Assistance Centers. The bill would instead create ten comprehensive technical assistance centers with the expertise and resources to provide technical assistance in all areas covered by ESEA.

11. Teacher education should remain an absolute priority for Educational Personnel Development (EPD) Programs. However, to assure that targeted rural and isolated American Indian and Alaska Native communities are the benefi-

ciaries as intended, EPD fellowship recipients should be required to make a legal obligation to serve in rural and isolated Indian or Alaska Native communities for each year that a fellowship is received, or be required to pay back the amount of stipend received.

Response:

As noted in response to Recommendation # 2, the Department's reauthorization proposal includes language permitting the Secretary to require individuals receiving assistance to fulfill a service requirement or pay back the funding received.

12. Rather than continuing to review applications, NACIE's role should assume a monitoring and oversight role in the application process.

Response:

The Department's reauthorization proposal is consistent with this recommendation.

13. NACIE recommends that it have a more definitive role in defining evaluation and technical assistance. Currently, the use of Indian Regional Technical Assistance contractors has been determined by the Office of Indian Education without NACIE involvement. It is recommended that NACIE have the opportunity to review proposed contract specifications which are funded through the Department of Education and which are intended to benefit Indian students. This means that NACIE would review contract specifications rather than grant applications.

Response:

While the Department's reauthorization proposal does not address this issue specifically, it would give NACIE broad authority to advise the Secretary on administrative policies and practices with regard to programs benefiting Indian children and adults.

14. NACIE recommends that an effort be made to reward those LEAs which incorporate successful Subpart 1 Grants into their educational programs. This means that they supplant Subpart 1 grants with their own source of funds, and thereby use Subpart 1 formula grants for new and innovative Indian education

programs. Such a reward might include the use of their Subpart 1 funds for Planning, Pilot and Demonstration Projects.

Response:

As discussed in response to recommendation 3, given the supplemental nature of Subpart 1 programs, LEAs may not have, from their own resources, funds to supplant Subpart 1 grants. The entire ESEA bill does, however, include a number of provisions that would provide incentives for good local practice.

15. NACIE recommends that a new subsection be added to Section 5314 of Public Law 100-297, which would be similar to Section 5(b)(3) of Title I of Public Law 81-874, which would allow for Indian tribal involvement of Subpart 1 Programs. NACIE recommends this involvement be required only (a) if at least 50% of the Indian students counted for purposes of Title V by the public school district are from one tribe, or from a consortium of tribes, and (b) if a tribe or a consortium of tribes desire to be involved.

Response:

The Department considered this recommendation for the reauthorization but determined that the parent committee approval and public hearing requirements provide adequate opportunity for community input.

16. NACIE recommends that Subpart 1 of Title V (The Indian Education Act), more specifically Sections 5311 and 5313 be amended to refer to physical and emotional needs of Indian students, as well as educational and academic needs.

Response:

The Department's reauthorization proposal provides a broader, more comprehensive statement of purpose than that proposed by this recommendation.

17. NACIE recommends that the local education agency for purposes of the Chapter 1 Program of the Elementary and Secondary Education Act of 1965 be considered as an eligible school attendance area for eligible Indian children in the event that these children are not in a school attendance area which is eligible for Chapter 1 services, and that the local education agency be autho-

rized to combine Subpart 1 and Chapter 1 funds to provide coordinated services to eligible Indian children.

Response:

The Department's reauthorization proposal includes several provisions to enhance coordination of services across federal programs. Most notably, the bill would allow funds from other federal programs (including Indian Education) to be used in Title I schoolwide programs.

18. The National Advisory Council on Indian Education recommends that a set-aside for schools funded by the Department of Interior be legislatively created for Chapter 1 Part B, C, and Subpart 3 of Part D of Chapter 1 of the Elementary and Secondary Education Act (ESEA) of 1965.

Response:

The Department's reauthorization proposal would continue the Bureau of Indian Affairs set-aside under the Title I LEA Grants, would continue the tribal set-aside under Even Start, and would repeal the Secondary School program, which has never been funded. We did not include set-asides for the Migrant and Neglected or Delinquent programs, as these do not seem relevant for the Indian community.

19. It is recommended that the Department of Education programs below listed have set-asides to assure that Indians are not denied the benefits of programs designed to meet the educational needs of the disadvantaged:

Response:

The Department's reauthorization proposal would continue current set-aside requirements. In addition, in order to encourage program integration and coordination, the bill would permit BIA, under an agreement with the Secretary, to consolidate the set-aside funds it receives.

20. The National Advisory Council on Indian Education recommends that Indian Education be clearly defined as a federal entitlement program and treated accordingly.

21. It is recommended that Indian education be adequately funded from pre-school through and including higher education, and that "adequate funding" be for-

mulated in conjunction with a panel of experts on educational funding which is not less than the average cost across the nation. Adequate funding would include educational programs as well as facilities construction and maintenance. It is recommended that once a base amount is established for an adequate cost to education Indian students, it thereafter be tied to the consumer price index and adjusted annually for inflation.

Response to 20 and 21:

The Department cannot concur with recommendations to create new federal entitlement programs or to guarantee specific amounts for individual programs.

22. Indian education program monies which are transferred to the Department of Interior, Bureau of Indian Affairs (BIA) no longer be transferred, but remain and be administered by the Office of Indian Education within the Department of Education to fund BIA schools directly.

Response:

The Department's reauthorization proposal would continue to transfer funds to the Department of Interior for programs on behalf of schools funded by the Bureau of Indian Affairs.

APPENDIX G

FY 1993 NACIE CLOSED MEETINGS REPORTS

MEMORANDUM

TO : Ann Bailey, Committee Management Officer

FROM : Robert K. Chiago, Executive Director

DATE : November 23, 1992

SUBJECT : Report of the "Closed Session" held by the Full Council on the National Advisory Council on Indian Education (NACIE) on November 16, 1992.

In accordance with the provisions of section 10(d) of the Federal Advisory Committee Act, and having met the requirements of exceptions (2) and (6) of 5 U.S.C. section 552b(c), the Government in the Sunshine Act, the National Advisory Council on Indian Education (NACIE) held a closed session from 9:00 a.m. to 2:00 p.m. on Monday, November 16, 1992, and is reporting its activities during that session. The closed session was held pursuant to authorization granted by John T. MacDonald, Assistant Secretary for Elementary and Secondary Education, U.S. Department of Education.

The Purpose of the closed meeting was to allow the full Council to interview five candidates rated as "best qualified" for the position of Director, Office of Indian Education. NACIE Chairman, Eddie L. Tullis, called the meeting to order at 9:00 a.m. to review guidelines and interview questions. The Executive Director for NACIE, Robert K. Chiago, gave a brief background on the search process from the time the position became vacant. Mr. Chiago also provided the Council with options to consider relative to NACIE's role in the selection of Office of Indian Education Director. These included: the submission of a list of nominees to the Secretary from those interviewed today; not submitting a list of nominations until the slate of "highly qualified" candidates are also interviewed; and not making any recommendations for the position of Director, Office of Indian Education. If the last option was selected, the Council would request that the position be advertised. The first of five interviews began at 9:00 a.m. and concluded at 12:00 p.m. At 12:10 p.m., the Council adjourned for lunch.

The closed meeting was reconvened at 1:30 p.m. at which time Chairman Tullis briefed the Council on the procedures which had been followed during previous searches. He also indicated that a list of nominees was required for the Office of Indian Education Director's position as opposed to submitting one name only. After further discussion, a motion was made by Council member Darius K. St. Paul, and seconded

by William D. Edmo as follows:

That the Chairman of the Council write a letter to the Secretary of Education informing him that the Council has decided not to submit a list of nominations for the position of Director, Office of Indian Education at this time, and that the vacancy be readvertised.

An additional motion was passed related to the OIE vacancy. The motion was made by Darius K. St. Paul and seconded by Ramona Tecumseh. The motion reads as follows:

That the Council submit a letter to the Secretary of Education indicating NACIE's desire to be involved in the selection of a new acting Director for the Office of Indian Education during the next 120 day cycle.

Both motions were passed unanimously by the full Council.

Having no additional business to cover, Chairman Tullis adjourned the closed meeting at 2:00 p.m.

The following Council members were in attendance on November 16, 1992: (1) Eddie L. Tullis, Chairman, (2) Joan K. Harte; (3) Margaret F. Nelson; (4) Jim Shore; (5) Darius K. St. Paul; (6) Albert A. Yazzie; (7) Francis G. Whitebird; (8) Sergio A. Maldonado; (9) Ramona Tecumseh; (10) William D. Edmo, Sr.; and (11) Josephus D. Jacobs; and (12) Theresa Farley Neese. Council member James A. Hunt was absent for the closed meeting. The following NACIE staff member was present during the closed meeting: John W. Cheek, Special Assistant.

MEMORANDUM

TO : Ann Bailey, Committee Management Officer

FROM : Robert K. Chiago, NACIE Executive Director

DATE : April 26, 1993

SUBJECT : Report of the "Closed Session" held by the Proposal Review of the National Advisory Council on Indian Education (NACIE) from March 24-26, 1993.

In accordance with the provisions of section 10(d) of the Federal Advisory Committee Act, and having met the requirements of exceptions (2) and (6) of 5 U.S.C. section 552b(c), the Government in the Sunshine Act, the Proposal Review Committee of the National Advisory Council on Indian Education held a closed session on March 24-26, 1993 in Alexandria, Virginia and is reporting its activities during that session. The closed session was held pursuant to authorization granted by Mary Jean LeTendre, Acting Assistant Secretary for Elementary and Secondary Education, U.S. Department of Education.

The purpose of the closed session was to review grant applications for assistance submitted under Subpart 2 of the Indian Education Act, specifically applications under the Indian Fellowship Program. Under Section 5342(b)(2) of subpart 4 of the Indian Education Act of 1988 (Part C, Title V, Public Law 100-297), the Council is directed to review applications for assistance submitted under the Indian Education Act and to make recommendations to the Secretary of Education with respect to their approval.

The review conducted by the Council usually occurs after field and federal readers score the proposals and before the Department of Education's Application Control Center (ACC) adjusts the raw scores of the reviewers. Due to the lack of adequate time between the initial review and the NACIE review, however, ACC did not have time to standardize the raw scores of the field and federal reviewers. Therefore, the NACIE Proposal Review Committee looked at only those applications with the highest raw scores. The official recommendations of NACIE pertaining to the Indian Fellowship review will be forward to the Secretary of Education. The Proposal Review Committee reviewed a total of 78 proposals over the three-day period.

The following Council Members were authorized by the full Council at the November 17, 1993 full Council meeting as the Proposal Review Committee for the discretionary application review for fiscal year 1993. Those in attendance were: (1) Margaret F. Nelson; (2) Sergio Maldonado; and (3) Josephus Jacobs. NACIE staff in attendance were Robert K. Chiago, Executive Director and John Cheek, Special Assistant.

MEMORANDUM

TO : Ann Bailey, Committee Management Officer

FROM : Robert K. Chiago, NACIE Executive Director

DATE : May 6, 1993

SUBJECT: Report of the "Closed Session" held by the Proposal Review of the National Advisory Council on Indian Education (NACIE) from April 26-30, 1993.

In accordance with the provisions of section 10(d) of the Federal Advisory Committee Act, and having met the requirements of exceptions (2) and (6) of 5 U.S.C. section 552b(c), the Government in the Sunshine Act, the Proposal Review Committee of the National Advisory Council on Indian Education held a closed session on April 26-30, 1993 in Alexandria, Virginia and is reporting its activities during that session. The closed session was held pursuant to authorization granted by Mary Jean LeTendre, Acting Assistant Secretary for Elementary and Secondary Education, U.S. Department of Education.

The purpose of the closed session was to review grant applications for assistance submitted under Subparts 1, 2 and 3 of the Indian Education Act. Specifically, applications under Subpart 1 - Indian Controlled Schools; Subpart 2 - Educational Services for Indian Children, Pilot and Demonstration Projects for Indian Children; and Subpart 3 - Educational Services for Indian Adults. Under Section 5342(b)(2) of Subpart 4 of the Indian Education Act of 1988 (Part C, Title V, Public Law 100-297), the Council is directed to review applications for assistance submitted under the Indian Education Act and to make recommendations to the Secretary of Education with respect to their approval.

The review conducted by the Proposal Review Committee typically occurs after field and federal readers score the proposals and after the Department of Education's Application Control Center (ACC) adjusts the raw scores of the reviewers. The Committee reviewed a broad range of top scoring applications including those being considered for funding. For security purposes the committee was not permitted to know which of the reviewed applications made the funding range. Official recommendations of NACIE Proposal Review Committee pertaining to this review will be forward to the Secretary of Education as soon as they are available.

The following Council Members were authorized by the full Council at the November 17, 1993 full Council meeting as the Proposal Review Committee for the discretionary application review for fiscal year 1993. Those in attendance were: (1) Margaret F. Nelson; (2) Joan K. Harte; (3) Josephus Jacobs; (4) William D. Edmo; and (5) Francis G. Whitebird. NACIE staff in attendance were Robert K. Chiago, Executive Director and Jo[illegible]a Cheek, Special Assistant.

Cover Art Titled "The Power of Dreams Unfold" by Benjamin Harjo, Jr.

BENJAMIN HARJO, JR.

Considered one of the nation's leading Native American artists, Benjamin Harjo, Jr., is a Seminole – Shawnee whose formal education includes two years at Santa Fe Institute of American Indian Art and a BFA degree conferred by Oklahoma State University in 1974.

During a career spanning over twenty years Harjo has garnered numerous honors and awards including the 1987 Red Earth Grand Award, the 1993 Heard Museum's 34th Annual Featured Artist, the Featured Artist in 1992 and 1993 for the Smithsonian National Museum of the American Indian Annual Aspen Benefit and the Gold Medal Award at the 1990 American Indian Cowboy Artists Wichita Show.

Additionally, Harjo was recently honored with a commendation by Oklahoma Governor David Walters for his selection by Absolut Vodka to represent Oklahoma in its USA Today campaign.

In 1990, he was the recipient of the Woody Crumbo Memorial Award for Excellence in Painting at Santa Fe's Annual Indian Market, an event where Harjo has consistently received Best of Division and first place awards in various categories since 1983.

Recent one-man museum shows include the Wheelwright Museum Skylight Gallery this year and the Wichita Art Museum in 1991. Harjo also participated in the 1992 group show of Native American artists at the Franco-American Institute in Rennes, France.

His work has been featured in numerous regional and national publications including Art of the West, Oklahoma Today, Southwest Art Magazine, American Indian Art, and Indian Market Magazine. Harjo paintings and graphics have been privately collected throughout the U.S. and abroad and featured in public collections such as the Fred E. Brown Collection at the Oklahoma Museum of Natural History and the Red Earth Center.

BEST COPY AVAILABLE